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SECONDARY SCHOOLS  
OF THE SOUTHERN ASSOCIATION

By

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OF THE SOUTHERN STATES



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# CONTENTS

	Page
PART I—INTRODUCTION.....	1
Authorization of the study.....	1
Standards of accrediting secondary schools.....	2
List of schools accredited by the association.....	4
Questionnaire used for study.....	10
PART II—GENERAL INFORMATION.....	16
Plan of study.....	16
General information.....	17
Size of secondary schools.....	19
PART III—ORGANIZATION.....	23
Number and length of periods in school day.....	23
Units required for graduation.....	24
PART IV—PUPILS.....	26
Total enrollment.....	26
Enrollment per teacher.....	27
Number going to college.....	28
Nonresident pupils.....	29
Extra-credit pupils.....	30
PART V—SUPERVISORY OFFICERS.....	30
Training.....	31
Teaching load.....	31
Time spent in supervision.....	31
Time spent by department heads in supervision.....	31
PART VI—TEACHERS.....	33
Number academic teachers.....	33
Number vocational teachers.....	33
Number new academic teachers.....	33
Number new vocational teachers.....	33
Training of academic teachers.....	37
Growth in service of academic teachers.....	39
Training of vocational teachers.....	40
Teaching experience of academic teachers.....	43
Teaching experience of vocational teachers.....	44
Teaching load of academic teachers.....	44
Teaching load of vocational teachers.....	49
Size of classes.....	50
Salaries.....	53
PART VII—PROGRAM OF STUDIES.....	55
PART VIII—CURRICULUM TENDENCIES.....	62
Courses added in last five years.....	62
Courses dropped in last five years.....	63
Postgraduate pupils.....	65
Junior college.....	67



	Page
<b>PART IX—BUILDINGS AND EQUIPMENT</b> .....	69
Safe and hygienic.....	69
Notably overcrowded.....	69
Special features.....	70
Wider use of school plant.....	70
Maps.....	72
Library.....	73
<b>PART X—ORGANIZATION, ADMINISTRATION, AND POLICIES</b> .....	76
Extracurricular activities.....	81
<b>PART XI—SUMMARY</b> .....	85

## FIGURES

FIG.	Page
1.—Growth of secondary schools since the organization of the association.....	18
2.—Percentages of public and private secondary schools accredited by the association.....	18
3.—Percentage of students enrolled in each type of secondary school accredited by the association.....	18
4.—Percentage of teachers employed in public and private secondary schools accredited by the association.....	19
5.—Percentage of enrollment in secondary schools accredited by the association.....	19
6.—Distribution of boys and girls in the accredited secondary schools of the association.....	20
7.—Distribution of boys and girls who graduated in 1926.....	28
8.—Distribution of graduates who attended college in the fall of 1926.....	29
9.—Percentage distribution of all teachers in accredited secondary schools.....	34
10.—Percentage distribution by sexes of all teachers.....	34
11.—Percentage distribution of all men teachers.....	34
12.—Percentage distribution of all women teachers.....	35
13.—Percentage distribution of all academic teachers.....	35
14.—Percentage distribution of all vocational teachers.....	35
15.—Percentage in degree training of academic teachers.....	38
16.—Percentage in degree training of vocational teachers.....	41
17.—Percentage of academic teachers new to the profession.....	45
18.—Percentage of vocational teachers new to the profession.....	45
19.—Percentage of number of classes taught daily by academic teachers.....	47
20.—Percentage of number of classes taught daily by vocational teachers.....	48
21.—Percentage in size of academic classes.....	48
22.—Percentage in size of vocational classes.....	51
23.—Percentage of pupils taking each subject in the program of studies.....	57

# ACCREDITED SECONDARY SCHOOLS OF THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES

## PART I. INTRODUCTION

### AUTHORIZATION OF THE STUDY

The Association of Colleges and Secondary Schools of the Southern States was organized in 1895. Each year a formal report is required of all secondary schools seeking accreditation.

At the Charleston, S. C., meeting, December, 1925, the association authorized the commission on secondary schools to prepare a detailed statistical report of the secondary schools from the data gathered in its next annual blank, similar to the ones issued each five years by the North Central Association, known generally as the Quinquennial Report.<sup>1</sup>

As a result of this authorization the annual blank sent out in the fall of 1926 to all secondary schools of the Southern Association was very materially enlarged. This report is compiled from the data taken from that blank. Since every secondary school has to file an annual blank to obtain accreditation, the report embraces data on all of the 844 schools accredited by the association for the year 1926-27.

The National Committee on Research in Secondary Education has been trying to get a nation-wide study of the American secondary school by getting each of the other four regional standardizing agencies to make a study of its schools similar to the four the North Central Association has made. For that reason the authorities of the Southern Association felt it would be wise for comparative purposes to follow the same general plan as that pursued by the North Central Association in its four reports. In certain particulars, of course, it departs entirely from the procedure followed there. Naturally, a great deal of new material is added. On the whole, however, the

<sup>1</sup> (1) Jessup and Coffman: North Central High Schools, Thirteenth Yearbook of the Nat. Soc. for the Study of Education, 1914. (2) Judd and Counts: A Study of the Colleges and High Schools in the North Central Association, U. S. Bu. of Educ., Bul., 1915, No. 6. (3) Davis, C. O.: The Accredited Secondary Schools of the North Central Association, U. S. Bu. of Educ., Bul., 1919, No. 45. (4) Our Secondary Schools, 1925. Published by the association.



similarity is so close that it lends itself readily to a comparative study of the secondary schools of the two regions.

Eleven States comprise the Association of Colleges and Secondary Schools of the Southern States. These are Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. At the time of the annual meeting, December, 1926, the association accredited 844 secondary schools, public and private.

In accrediting these schools the following formal standards were employed:

#### STANDARDS OF ACCREDITING SECONDARY SCHOOLS, 1926-27

##### ARTICLE I

There shall be a commission which shall consist of the high-school inspector in such States as provide one, and in addition, three members selected from each State within the territory of the association. One of these members shall be elected from the State university, the professor of secondary education wherever practicable; another member shall be a representative of some other college belonging to the association; and the third member shall be connected with some secondary school accredited by the association. These three members shall be elected by the association on nomination of the executive committee. The term of all members shall be for three years, or until their successors are appointed. The elections shall be so ordered that one-third of the membership shall be appointed each year.

##### ARTICLE 2

It shall be the duty of the commission to agree upon a uniform blank for reports of high-school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

##### ARTICLE 3

This commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the association.

##### ARTICLE 4

The commission shall describe and define unit courses of study in the various secondary school programs, based on the recommendation of the Carnegie Foundation and the rules of the association as herein prescribed. The minimum standard for accrediting shall be:

(a) No school shall be accredited which does not require for graduation the completion of a four-year high-school course of study embracing 16 units as defined by this association. A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. More than 20 periods per week should be discouraged.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the principal, teachers of agriculture and home economics, should hold bachelor's degrees from a college approved by the association. Beginning with the school year 1927-28 all



beginning teachers and principals shall have had not less than 12 semester hour's work in education.

(c) The maximum teaching load of any teacher shall be 750 pupil-periods per week, with not more than six daily recitations. The commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have 500 volumes, exclusive of duplicates and Government publications.

(e) The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors; and therefore, only schools which rank well in these particulars, as evidenced by rigid, thoroughgoing, systematic inspection, shall be considered eligible for the list.

(g) The commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high-school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having 12 or more teachers, a complete report on teachers once in three years will be sufficient, but full data relative to changes must be presented annually.

(i) All schools whose record shows an excessive number of pupils per teacher, as based on the average number belonging, even though they may technically meet all other requirements, will be rejected. The association recognizes 30 as a maximum.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined. A school shall be removed from the accredited list for failure to maintain the above standards.

(k) The commission recommends \$1,000 as the minimum salary for teachers.

#### ARTICLE 5

Each State committee shall prepare a list of accredited schools of its State according to the prescribed regulations and furnish the same to the commission at its appointed annual meeting.

#### ARTICLE 6

From the lists thus submitted the commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the association before May 1 of each year.



## ARTICLE 7

Colleges belonging to the association shall report to the professor of secondary education or high-school inspector by February 15 of each year any causes of lack of preparation of, or other information relating to, students coming from schools in his State, on blanks prepared by the commission. These reports, after having been reviewed by the representatives of the commission in the State, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the commission.

## ARTICLE 8

The deans' report shall be taken into consideration in warning schools.

## ARTICLE 9

All secondary schools that are members of the association shall pay annual dues of \$10; all others shall pay \$2 per year accreditation fees.

## ARTICLE 10

Schools on the southern list must be in the highest class of schools as officially listed by the proper authorities of the State.

### SECONDARY SCHOOLS ACCREDITED BY THE COMMISSION ON SECONDARY SCHOOLS FOR THE YEAR 1926-27

## ALABAMA

Albany.  
Andalusia.  
Anniston—  
High School.  
Alabama Military Institute.  
Athens—Rivers Academy.  
Attalla—Etowah County High School.  
Auburn—Lee County High School.  
Bessemer—  
High School.  
Hueytown High School.  
McAdory High School.  
Birmingham—  
Compton Seminary.  
Ensley High School.  
Phillips High School.  
Shades-Cababa High School.  
Simpson School.  
Woodlawn High School.  
Boaz—Sneed Seminary.  
Boyles—Jefferson County High School.  
Centerville—Bibb County High School.  
Cullman—Cullman County High School.  
Decatur.  
Dothan.  
Ensley—Minor High School.  
Enterprise—Coffee County High School.  
Eufaula.  
Fairfield.  
Florida—Covington County High School.  
Florence—Coffee High School.  
Gadsden.

Greenville—Butler County High School.  
Guntersville—Marshall County High School.  
Hartselle—Morgan County High School.  
Huntsville.  
Lafayette.  
Marion—Marion Military Institute.  
Mobile—  
High School.  
Girls Preparatory School.  
University Military School.  
Montevallo.  
Montgomery—  
Lanier High School.  
Montgomery County High School.  
Newton—Newton Institute.  
Opelika—Clift High School.  
Opp.  
Ozark—Dale County High School.  
Pike Road.  
Powderly—Jonas Valley High School.  
Ramar.  
St. Bernard.  
Selma.  
Sheffield.  
Spring Hill.  
Sylacauga—Secondary Agricultural School.  
Talladega.  
Thorsby—Thorsby Institute.  
Troy.  
Tuscaloosa.  
Tuscumbia—Deshler High School.  
Uniontown.

## FLORIDA

Arcadia—De Soto County High School.  
Auburndale.  
Avon Park.  
Bartow—Summerlin Institute.  
Blountstown—Calhoun County High School.  
Bradenton—Manatee County High School.  
Brooksville—Hernando County High School.  
Bushnell.  
Chipley—Washington County High School.  
Clearwater—Central Senior High School.  
Cocoa.

Coral Gables—Ponce De Leon High School.  
Crescent City.  
Dania.  
Daytona Beach—  
Daytona Beach High School.  
Seabreeze High School.  
De Funiak Springs—Palmer College Academy.  
De Land.  
Delray.  
Dunnellon.  
Eau Gallie.



## Florida—Continued

Eustis.  
 Fort Lauderdale.  
 Fort Meade.  
 Fort Myers.  
 Fort Pierce.  
 Gainesville.  
 Green Cove Springs—Florida Military Academy.  
 Groveland.  
 Haines City.  
 Hastings.  
 High Springs.  
 Homestead.  
 Jacksonville—Duval High School.  
 Key West—Monroe County High School.  
 Kissimmee—Osceola County High School.  
 La Belle.  
 Lake City—Columbia County High School.  
 Lakeland.  
 Lake Wales.  
 Lake Worth.  
 Largo.  
 Leesburg.  
 Live Oak—Suwanee High School.  
 Marianna.  
 Melbourne.  
 Miami—  
     Miami High School.  
     Dade County Agricultural High School.  
 Milton—Santa Rosa County High School.  
 Mount Dora.  
 Mulberry.  
 New Smyrna.  
 Ocala.  
 Ocoee.  
 Okeechobee.  
 Orlando—Orlando Senior High School.  
 Palatka—Putnam High School.  
 Palmetto.  
 Panama City—Bay County High School.  
 Pensacola.  
 Perry—Taylor County High School.  
 Plant City.  
 Quincy—Gadsden County High School.  
 Redland.  
 St. Augustine—  
     High School.  
     St. Joseph's Academy.  
 St. Cloud.  
 St. Leo—St. Leo Academy.  
 St. Petersburg.  
 Sanford.  
 Sarasota—Sarasota County High School.  
 Sebring.  
 Stuart.  
 Tallahassee—Leon County High School.  
 Tampa—  
     English Classical School.  
     Hillsboro Senior High School.  
     Sacred Heart College.  
 Varon Springs.  
 Titusville.  
 Umatilla.  
 Vero Beach.  
 Wauchula.  
 West Palm Beach—Palm Beach High School.  
 Winter Haven.  
 Winter Park.

## GEORGIA

Albany.  
 Americus.  
 Ashburn.  
 Athens—  
     High School.  
     Academy of Lucy Cobb.  
 Atlanta—  
     Boys High School.  
     Commercial High School.  
     Fulton County High School.  
     Girls High School.  
     North Avenue Presbyterian School.  
     Tech High School.  
 University School.  
 Augusta—  
     Academy of Richmond County.  
     Tubman High School.  
 Bainbridge.  
 Barnesville—Gordon Institute.  
 Blackshear.  
 Blythe.  
 Brunswick—Glynn County Academy.  
 Cairo High School.  
 Calhoun.  
 Canton.  
 Carrollton.  
 Cartersville.  
 Cedartown.  
 Cochran.  
 College Park—Georgia Military Academy.  
 Columbus.  
 Commerce.  
 Conyers.  
 Cordele High School.  
 Covington High School.  
 Cuthbert High School.  
 Dalton High School.  
 Dawson High School.  
 Decatur High School.  
 Dublin High School.  
 Elberton High School.  
 Fitzgerald High School.  
 Fort Valley High School.  
 Gainsville—  
     High School.  
     Riverside Academy.  
 Graymont-Summit—Emanuel County Institute.  
 Greensboro High School.  
 Griffin High School.  
 Hartwell High School.  
 Hawkinsville High School.  
 Jackson High School.  
 Lagrange High School.  
 Lavonia High School.  
 Locust Grove Institute.  
 Macon—  
     Lanier High School for Boys.  
     Lanier High School for Girls.  
 Madison High School.  
 Manchester High School.  
 Marietta High School.  
 Metter High School.  
 Milledgeville—Georgia Military College.  
 Monroe High School.  
 Moultrie High School.  
 Mount Berry—The Berry Schools.  
 Mount Vernon—Brewton Parker Institute.  
 Newnan High School.  
 Norman Institute.  
 Oxford—Emory University Academy.  
 Quitman High School.  
 Rome—  
     High School.  
     Dawlington Academy.  
 Savannah—  
     Senior High School.  
     Benedictine School.  
     Pape School.  
 Thomasville High School.  
 Thomaston—R. E. Lee Institute.  
 Tifton High School.  
 Toccoa High School.  
 Valdosta High School.  
 Washington High School.  
 Waycross High School.  
 Waynesboro High School.  
 West Point High School.  
 Winder High School.

## KENTUCKY

Anchorage.  
 Ashland.  
 Beaver Dam.  
 Bellevue.  
 Berea Academy.  
 Bowling Green—  
     Bowling Green High School.  
     Ogden College.  
 Buckhorn—Witherspoon College.  
 Carlisle.  
 Carrollton.  
 Catlettsburg.  
 Central City.  
 Columbia.  
 Corbin.  
 Covington—  
     Holmes High School.  
     Notre Dame Academy.  
     St. Walberg.  
     Villa Madonnæ.  
 Cynthiana.  
 Danville.  
 Dayton.  
 Elizabethtown.  
 Fort Thomas—Highland High School.  
 Frankfort.  
 Franklin.  
 Fulton.  
 Georgetown.  
 Glasgow.  
 Greenville.  
 Harlan.  
 Hazard.  
 Hickman.  
 Hopkinsville.  
 Horse Cave.  
 La Center—Ballard County High School.  
 Lancaster.  
 Lebanon.  
 Leitchfield.  
 Lexington—  
     Hamilton College.  
     Sayre College.  
     Picadoma.  
     Senior High School.  
 Livemore.  
 London—Sue Bennett Memorial.  
 Louisa.  
 Louisville—  
     Sacred Heart Academy.  
     J. M. Atherton School for Girls.  
     Dupont Manual Training School.  
     Girls High School.  
     Male High School.

Louisville—Continued.  
     Loretta Academy.  
     Kentucky Home School for Girls.  
     Presentation Academy.  
 Ludlow.  
 Lyndon—Kentucky Military Institute.  
 Madisonville.  
 Mayfield.  
 Mays Lick.  
 Maysville.  
 Middlesboro.  
 Millersburg—  
     Bourbon County High School.  
     Millersburg Military Institute.  
 Morganfield.  
 Mount Sterling.  
 Murray.  
 Nazareth—Nazareth Academy.  
 Newport.  
 Nicholasville.  
 Owensboro.  
 Paducah—  
     Augusta Tilghman High School.  
     McCracken County High School.  
 Paris.  
 Pippaspass—Knott County High School.  
 Pikeville—  
     Pikeville Academy.  
     Pikeville High School.  
 Pineville.  
 Providence.  
 Princeton—Butler High School.  
 Richmond—Madison High School.  
 Russell.  
 Russellville.  
 Scottsville.  
 Shelbyville—  
     Shelbyville High School.  
     Science Hill School for Girls.  
 Somerset.  
 Springfield—St. Catherine's Academy.  
 Stanford.  
 Sturgis.  
 St. Catherine—  
     Academy.  
     University High School.  
 St. Joseph—St. Joseph Academy.  
 St. Vincent—St. Vincent Academy.  
 Versailles—  
     Margaret Hall.  
     Massie School for Boys.  
     Versailles High School.  
 Willmore—Bethel Academy.  
 Winchester.

## LOUISIANA

Alexandria—Bolton High School.  
 Amite.  
 Arcadia.  
 Baker.  
 Baskin.  
 Bastrop.  
 Baton Rouge—  
     High School.  
     University Demonstration School.  
 Bogalusa.  
 Boyce.  
 Breaux Bridge—Cecelia.  
 Bunkie.  
 Covington.  
 Crowley.  
 Delhi.  
 Denham Springs.  
 De Quincy.  
 De Ridder.  
 Donaldsonville.  
 Edgard.  
 Elizabeth.  
 Franklin.  
 Gilbert.  
 Glenmora.  
 Gretna—McDonough Jefferson High School.  
 Hammond.

Haynesville.  
 Homer.  
 Houma—Terrebonne High School.  
 Independence.  
 Istrouma Heights.  
 Janerette.  
 Jennings.  
 Kentwood.  
 Kinder.  
 Lafayette.  
     Harris High School.  
 Lake Arthur.  
 Lake Charles.  
 Lake Providence—East Carroll High School.  
 Lecompte.  
 Leesville.  
 Lisbon.  
 Mansfield.  
 Marksville.  
 Merryville.  
 Minden Harris High School.  
 Monroe—  
     City High School.  
     Ouachita Parish High School.  
 Morgan City.  
 Napoleonville.  
 Natchitoches.



## Louisiana—Continued

New Iberia.  
 New Orleans—  
   Holy Cross Academy.  
   Isidore Newman Manual Training School.  
   Jesuit High School.  
   John McDonough High School.  
   McGehee High School.  
   Miller's Private High School.  
   New Orleans Academy.  
   Sophie B. Wright.  
   Warren Easton.  
 New Roads—Poydras High School.  
 Oakdale—  
   Oakridge.  
   Oil City.  
 Opelousas.  
 Patterson.  
 Pelican.  
 Plaquemine.  
 Ponchatoula.

Rayne.  
 Rayville.  
 Reserve—Leon Godchaux.  
 Rosedale—Shady Grove.  
 Shreveport—  
   Centenary Academy.  
   City High School.  
   St. John's High School.  
 Slidell.  
 Spring Hill.  
 St. Martinville.  
 Sulphur.  
 Summerfield.  
 Tallulah.  
 Vinton.  
 Vivian.  
 Welsh.  
 White Castle.  
 Winnboro.

## MISSISSIPPI

Aberdeen.  
 Amory.  
 Belzoni.  
 Biloxi.  
 Brookhaven.  
 Canton.  
 Charleston.  
 Charleston—Tallahatchie County Agricultural  
   High School.  
 Clarksdale.  
 Cleveland.  
 Columbus—Stephen D. Lee High School.  
 Corinth.  
 Durant.  
 Flora.  
 Greenville.  
 Greenwood.  
 Grenada.  
 Gulfport—  
   Gulf Coast Military Academy.  
   Gulf Park College.  
   Gulfport High School.  
 Hattiesburg.  
 Indianola.  
 Jackson—Central High School.  
 Kosciusko.

Laurel.  
 Leland.  
 Lexington.  
 McComb City.  
 Meridian.  
 Merigold.  
 Natchez.  
 New Albany.  
 Picayune.  
 Poplarville—Pearl River County Agricultural  
   High School.  
 Port Gibson—Chamberlain-Hunt Academy.  
 Raymond—Hinds County Agricultural High  
   School.  
 Rolling Fork.  
 Rosedale.  
 Ruleville.  
 Sardis.  
 Shaw.  
 Tupelo.  
 Vicksburg—  
   All Saints' High School.  
   Vicksburg High School.  
 West Point.  
 Yazoo City.

## NORTH CAROLINA

Aberdeen.  
 Albermarle.  
 Asheville—  
   Academy of St. Genevieve.  
   Asheville High School.  
   Asheville School.  
   Asheville Normal.  
 Badin.  
 Boiling Springs.  
 Burlington.  
 Canton.  
 Caroleen—Henrietta Caroleen.  
 Chapel Hill.  
 Charlotte—Central High School.  
 Concord.  
 Dunn.  
 Durham—  
   Durham High School.  
   West Durham High School.  
 Edenton.  
 Elizabeth City.  
 Elm City.  
 Farmville.  
 Fayetteville.  
 Forest City (Cool Springs).  
 Gastonia.  
 Goldsboro.  
 Greensboro.  
 Greenville.  
 Hamlet.  
 Henderson.

Hendersonville—  
   Blue Ridge School.  
   Fassfern School.  
   Hendersonville High School.  
 Hickory.  
 High Point.  
 Kinston—Grainger High School.  
 Laurinburg.  
 Lenoir.  
 Lexington.  
 Lumberton.  
 Marshall.  
 Mars Hill College High School.  
 Monroe.  
 Morganton.  
 Mount Airy.  
 North Wilkesboro.  
 Oak Ridge Institute.  
 Oxford—  
   Oxford High School.  
   Oxford Orphanage.  
 Raeford.  
 Raleigh—  
   Raleigh High School.  
   St. Mary's School.  
   State School for Blind.  
 Reidsville.  
 Rich Square.  
 Roanoke Rapids.  
 Rockingham.  
 Rocky Mount.

## North Carolina—Continued

Rutherford College High School.  
Rutherford-Spindale.  
Salem—Pineland School.  
Salisbury—Boyd High School.  
Selma High School.  
Scotland Neck.  
Shelby.  
Smithfield.  
Southern Pines.  
Spencer.

Statesville.  
Tarboro.  
Thomasville.  
Warrenton.  
Washington.  
Wilmington—New Hanover High School.  
Wilson.  
Winston-Salem—  
Salem Academy.  
R. J. Reynolds High School.

## SOUTH CAROLINA

Abbeville.  
Anderson—Boys' High School.  
Bamberg—  
Carlisle.  
High School.  
Beaufort.  
Bennettsville.  
Camden.  
Charleston—  
Ashley Hall.  
Boys' High School.  
Porter Military Academy.  
Cheraw.  
Chester.  
Clinton—  
Clinton High School.  
Thornwell High School.  
Columbia.  
Conway.  
Darlington.  
Denmark.  
Easley.  
Edgefield.  
Florence.  
Gaffney.  
Georgetown.  
Greenville.

Greenwood—  
Bailey Military Institute.  
High School.  
Greer.  
Hartsville.  
Honea Path.  
Kershaw.  
Lake City.  
Lancaster.  
Latta.  
Laurens.  
Marion.  
Mullins.  
Newberry.  
Orangeburg.  
Rock Hill—  
High School.  
Winthrop Training School.  
Spartanburg.  
St. Matthews.  
Summerville.  
Sumter—  
Boys' High School.  
Girls' High School.  
Union.  
Walterboro.  
Winnboro.  
York.

## TENNESSEE

Athens—Tennessee Wesleyan College Preparatory School.  
Bartlett—Nicholas Blackwell.  
Baxter—Baxter Seminary.  
Benton—Polk County High School.  
Bolivar—Central High School.  
Buntyn—Elizabeth Messick High School.  
Carthage—Smith County High School.  
Chattanooga—  
The Baylor School.  
Central High School.  
High School.  
Girls' Preparatory School.  
The McCallie School.  
Clarksville High School.  
Cleveland—  
Bradley County High School.  
Centenary High School.  
Collierville High School.  
Columbia—  
Central High School.  
Institute.  
Military Academy.  
Covington—  
Byars-Hall High School.  
Dyersburg High School.  
Fountain City—Knox County High School.  
Franklin—Battle Ground Academy.  
Goodlettsville High School.  
Harriman.  
Hartsville—Trousdale County High School.  
Jasper—Marion County High School.  
Johnson City—Science Hill High School.  
Kingsport High School.  
Knoxville High School.  
Lafollette High School.  
Lebanon—  
Castle Heights Military Academy.  
Cumberland University Preparatory School.  
Lenoir City.

Madisonville—Hiawasse College Preparatory School.  
Maryville.  
Memphis—  
University School.  
St. Agnes High School.  
Central High School.  
South Side High School.  
Miss Hutchison's School.  
Millington.  
Morristown.  
Mount Pleasant—Hay-Long High School.  
Murfreesboro—Central High School.  
Nashville—  
Central High School.  
David Lipscomb College Preparatory.  
Duncan College Preparatory.  
Hume-Fogg High School.  
Montgomery Bell Academy.  
Peabody Demonstration School.  
Saint Cecilia.  
Wallace University School.  
Ward-Belmont.  
Onelda.  
Paris—E. W. Grove High School.  
Pleasant Hill Academy.  
Pulaski—Martin College Preparatory.  
Ripley.  
Rockwood.  
Sevierville—Murphy College Institute.  
Sewanee Military Academy.  
Smithville—Pure Fountain High School.  
Smyrna High School.  
Springfield High School.  
Spring Hill—Branham and Hughes Military Academy.  
Sweetwater—Tennessee Military Institute.  
Union City.  
Whitehaven.



## TEXAS

Abilene.  
 Amarillo.  
 Austin—  
     High School.  
     St. Edwards.  
 Beaumont—  
     High School.  
     South Park  
 Belton—  
     High School.  
     Baylor College High School.  
 Big Springs.  
 Bonham.  
 Brady.  
 Breckenridge.  
 Brenham.  
 Brownwood.  
 Bryan—  
     High School.  
     Allen Academy.  
 Burkburnett.  
 Caldwell.  
 Calvert.  
 Cameron.  
 Canyon.  
 Carrizo Springs.  
 Cleburne.  
 Coleman.  
 Corpus Christi.  
 Corsicana.  
 Cuero.  
 Dallas—  
     Bryan Street.  
     Forest Avenue.  
     North Dallas.  
     Oakcliff.  
     Sunset.  
     Highland Park.  
     Sr. Mary's.  
 Del Rio.  
 Denison.  
 Denton.  
 Donna.  
 Eagle Lake.  
 Edinburg.  
 Electra.  
 El Paso—  
     High School.  
     School for Girls.  
 Ennis.  
 Fort Stockton.  
 Fort Worth—  
     Central.  
     North Side.  
     Polytechnic.  
 Gainesville.  
 Galveston—Ball.  
 Goliad.  
 Goose Creek.  
 Graham.  
 Greenville.  
 Groesbeck.  
 Harlingen.  
 Harrisburg.  
 Hereford.  
 Hillsboro.  
 Honey Grove.  
 Houston—  
     Jefferson Davis.  
     Reagan.  
     Sam Houston.  
     San Jacinto.

Hubbard.  
 Humble.  
 Iowa Park.  
 Kerens.  
 Kerrville—Schreiner Institute.  
 Livingston.  
 Lone Oak.  
 Longview.  
 Lubbock.  
 Lufkin.  
 McAllen.  
 McGregor.  
 McKinney.  
 Maria.  
 Marlin.  
 Marshall.  
 Mart.  
 Mercedes.  
 Mexia.  
 Mineola.  
 Mineral Wells.  
 Mission.  
 Mount Pleasant.  
 Navasota.  
 Orange.  
 Ozona.  
 Palestine.  
 Panhandle.  
 Pecos.  
 Pharr-San Juan.  
 Pittsburg.  
 Plainview.  
 Port Arthur.  
 Quanah.  
 Ralls.  
 Rosebud.  
 Rosenberg.  
 San Angelo.  
 San Antonio—  
     Breckenridge.  
     Main Avenue.  
     Incarnate Word.  
     Our Lady of the Lake.  
     San Antonio Academy.  
     Westmoorland.  
 San Benito.  
 San Marcos—  
     High School.  
     Baptist Academy.  
 Sherman.  
 Sonora.  
 Sour Lake.  
 Taylor.  
 Temple.  
 Terrell.  
 Texarkana.  
 Thrift—Fairview.  
 Tulla.  
 Tyler.  
 Uvalde.  
 Victoria.  
 Waco.  
 Weslaco.  
 West.  
 Wharton.  
 Whitewright.  
 Wichita Falls.  
 Wortham.  
 Yoakum.

## VIRGINIA

Alexandria—  
     Episcopal High School.  
     George Mason High School.  
     High School.  
 Bedford—  
     High School.  
     Randolph-Macon Academy.  
 Big Stone Gap.  
 Blackstone—  
     High School.  
     Military Academy.

Bridgewater.  
 Bristol—  
     High School.  
     Sullins College High School.  
     Virginia Intermont College High School.  
 Charlottesville—Lane High School.  
 Chatham—  
     Hargrave Military Academy.  
     Pittsylvania High School.  
 Christchurch—Christchurch School.  
 Clintwood—Dickenson Memorial High School.

## \*Virginia—Continued.

Crews.  
Culpeper.  
Danville—  
Averett College High School.  
George Washington High School.  
Military Institute.  
Randolph Macon Institute.  
Emporia—Greensville County High School.  
Farmville.  
Fentress, R. 2—Great Bridge High School.  
Fork Union—Military Academy.  
Hampton.  
Harrisburg.  
Hilton Village—Morrison.  
Holland.  
Hopewell.  
Lexington.  
Lynchburg—  
E. C. Glass High School.  
Virginia Episcopal School.  
Manassas—  
High School.  
The Swavely School.  
Marion.

Newport News.  
Norfolk—Matthew Fontaine Maury High School.  
Oceana.  
Petersburg.  
Portsmouth—Woodrow Wilson High School.  
Richmond—  
Collegiate School for Girls.  
John Marshall High School.  
St. Christopher's School.  
Roanoke—Jefferson High School.  
South Boston.  
Staunton—  
Military Academy.  
R. E. Lee High School.  
Suffolk.  
Waynesboro—Fishburn Military Academy.  
Westhampton—St. Catherine's School.  
West Point.  
Whitwell—Whitwell Farm-Life School.  
Williamsburg.  
Winchester—  
Handley High School.  
Shenandoah Valley Academy.  
Woodberry Forest—Woodberry Forest School.

The range, purpose, and character of the data collected from the several schools may be best comprehended by an analysis of the annual blank which was used in the fall of 1926. It is here reproduced.

TO BE FILLED IN BY ALL SCHOOLS AND RETURNED BY OCTOBER 15, 1926

### The Association of Colleges and Secondary Schools of the Southern States

#### To the Principal or Superintendent:

**STANDARD H, ARTICLE IV OF THE ASSOCIATION READS:** No school shall be considered for accrediting unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. New schools must submit evidence of application for membership (e. g. a resolution) by the local board of education or school trustees. These reports must be in the hands of the inspector by October 15.

**ARTICLE X OF THE ASSOCIATION READS:** Schools on the southern list must be in the highest class of schools as officially listed by the proper authorities of the State.

**ARTICLE IX OF THE ASSOCIATION READS:** All secondary schools that are members of the association shall pay annual dues of \$5; all others shall pay \$2 per year accreditation fees.

Report only the four grades of the high school unless your school consists only of the last three grades, and the Southern Association standards govern only these grades.

This blank is spaced for the use of a standard typewriter, and the commission prefers that the report be typewritten, if convenient. Please see that every blank is filled with an answer, so that the inspectors may know that the call for data or information has not been overlooked or disregarded. Please fill the duplicate form and keep it on file. After the form has been filled please look it over carefully and place your signature in the space provided.

**EVERY TEACHER MUST BE INCLUDED THIS YEAR IN THIS REPORT.**

Signature of officer responsible for the report.....

**ANNUAL REPORT** of the..... **High School** located at.....  
..... **State of**..... **and including grades**.....

#### I. GENERAL ITEMS.

1. Population of city.....
2. Has the school been "warned" since 1920?.....on what points (a).....(b).....  
(c).....
3. Is the board of education fully in sympathy with Southern Association principles.....

#### II. ORGANIZATION.

In order to be accredited a school must require for graduation the completion of a four-year high-school course of study embracing 16 units as defined by this association. A unit course of study in a secondary school is defined as a course constituting approximately a quarter of a full year's work, covering an academic year of not less than 175 days, during which the school is actually in session, exclusive of holidays. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, 3 hours of shop or laboratory work being equivalent to 1 hour of prepared classroom work. More than 20 periods per week of academic subjects or 25 periods, including vocational subjects, exclusive of choral music and physical training, should not be permitted except in cases of pupils who have demonstrated



superior ability through previous scholastic achievement, which group shall not exceed 15 per cent of the enrollment.

1. Number of weeks in school year.....
2. Number of days school actually in session.....
3. Number of periods in school day.....
4. Length of the usual class period.....
5. Number of units required for graduation.....
6. Is the school definitely organized as (check).....
  - a. A three-year school (grades 10, 11, 12).....
  - b. A four-year school (grades 9, 10, 11, 12).....
  - c. A four-year school (grades 8, 9, 10, 11).....
  - d. A five-year school (grades 8, 9, 10, 11, 12).....
  - e. A six-year school (grades 7, 8, 9, 10, 11, 12).....
  - f. Any other grades.....
7. Is the school in the highest class of schools as listed by the State department of education?.....
8. Are attendance and scholarship records accurately kept and fully preserved?.....
9. Could you furnish from the records in your office all students with a full and complete transcript of their high-school record?.....
10. From what year could you furnish these data?.....

### III. PUPILS.

1. Enrollment October 1, 1926:

	Boys	Girls	Total
Seventh grade.....			
Eighth grade.....			
Ninth grade.....			
Tenth grade.....			
Eleventh grade.....			
Twelfth grade.....			

2. Graduates, 1926: Boys..... Girls..... Total.....
3. Graduates, 1926, who entered college or university this fall: Boys..... Girls..... Total.....
4. Number nonresident pupils: Boys..... Girls..... Total.....
5. Pupil-teacher ratio:
  - a. All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled in each class, even though they may technically meet all other requirements, will be rejected. The association recognizes 30 as maximum.
  - b. The enrollment in no class should exceed 30 pupils, as the efficiency of instruction is thereby impaired.
  - c. Total number of high-school pupils enrolled October 1.....
  - d. Pupil-teacher ratio.....
  - e. Number of classes with more than 30 enrolled.....
6. Number of pupils carrying for credit—(a) Under four studies.....; (b) Five or more studies.....
7. Number of extra-credit pupils who carry over 4 units who failed in one or more subjects in 1926-26.....
8. How many of the extra-credit pupils rank lower than the upper 25 per cent of their school class?.....
9. What percentage of failures did the last deans' report show for your school?.....

### IV. SUPERVISORY OFFICERS.

1. Number of classes city superintendent teaches.....
2. Number of classes high-school principal teaches.....
3. Does city superintendent hold a degree from a college?.....
4. What college?.....
5. Does the high-school principal hold a degree from a college?.....
6. What college?.....
7. Is there an assistant principal?..... Does he hold a degree from a college?.....
8. What college?.....
9. Estimate time actually spent daily in supervising classroom work by (check).....

	Under 30 minutes	About 60 minutes	About 90 minutes	About 120 minutes	Over 120 minutes
a. Principal.....					
b. Assistant principal.....					
c. Heads of departments.....					
d. Total.....					

### V. TEACHERS.

STANDARD B, ARTICLE IV READS: The minimum scholastic attainment required of the faculty of any accredited secondary school on the southern list is that not less than 75 per cent of the total number of teachers, including the superintendent, principal, teachers of academic subjects, agriculture and home economics, shall hold the bachelor's degree from a college approved by the association. Teachers should have had professional training or at least one year's experience in teaching. (Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc.) After September 1, 1927 beginning teachers and principals must have had 12 semester hours in professional training.

STANDARD G, ARTICLE IV OF THE ASSOCIATION READS: The commission will decline to consider any school whose teaching force consists of fewer than four teachers of academic subjects giving their full time to high-school instruction. When local conditions warrant the introduction of courses such as agriculture, manual arts, home economics, and commercial subjects, the commission will hold that sufficient number of teachers and proper equipment must be added to provide adequately for such instruction. Sixteen daily recitations in high-school subjects taught by not less than four teachers are considered a minimum in enforcing this standard.



	Men	Women	Total
1. Number of academic teachers in high school.....			
2. Number of vocational teachers in high school.....			
3. Number of academic teachers teaching first year in your school.....			
4. Number of vocational teachers teaching first year in your school.....			
5. Total number without previous teaching experience teaching in your school.....			
6. Training of academic teachers:			
A. Academic training (Include each teacher but once)—			
a. Number with Ph. D. degree.....			
b. Number with M. A. (or M. S.) degree.....			
c. Number with A. B. (or B. S.) degree.....			
d. Number with 2 or 3 years' college or normal school training only.....			
e. Number with no college or normal school training whatever.....			
f. Total.....			
B. Professional training—			
a. Number with 16 or more semester hours in education.....			
b. Number with from 12 to 15 semester hours in education.....			
c. Number with some education but less than 12 semester hours.....			
d. Number with no hours in education.....			
e. Total.....			
C. Number of different teachers in present staff who have attended college or university—			
a. On leave of absence in term time since 1921.....			
b. In summer session this last summer (1926).....			
c. In summer sessions between 1921 and 1926.....			
7. Training of vocational teachers:			
A. Academic training (Include each teacher but once)—			
a. Number with Ph. D. degree.....			
b. Number with M. A. (or M. S.) degree.....			
c. Number with A. B. (or B. S.) degree.....			
d. Number with 2 or 3 years college training only.....			
e. Number with no college training whatever.....			
f. Total.....			
B. Professional training—			
a. Number with 16 or more semester hours in education.....			
b. Number with 12 to 15 semester hours in education.....			
c. Number with some education but less than 12 semester hours.....			
d. Number with no hours in education.....			
e. Total.....			
C. Number experienced as apprentices, workmen, or foremen—			
a. For 5 years or more before teaching.....			
b. For 1 to 5 years before teaching.....			
c. For no time before teaching.....			
D. Number different teachers in your present staff who have attended college, university, or technical school—			
a. On leave of absence in term time since 1921.....			
b. In summer sessions this last summer (1926).....			
c. In summer sessions between 1921 and 1926.....			
8. Teaching experience previous to September, 1926:			
A. Academic teachers—			
a. Number with no experience.....			
b. Number with 1 year.....			
c. Number with from 1 to 3 years.....			
d. Number with from 3 to 5 years.....			
e. Number with more than 5 years.....			
B. Vocational teachers—			
a. Number with no experience.....			
b. Number with 1 year.....			
c. Number with from 1 to 3 years.....			
d. Number with from 3 to 5 years.....			
e. Number with more than 5 years.....			
9. New requirements for teachers (what new requirements in the way of training for your high-school teachers do you have that have been added in last 5 years?):			
a. Academic teachers.....			
b. Vocational teachers.....			

## 10. Teaching load.

STANDARD C, ARTICLE IV OF THE ASSOCIATION READS: The maximum teaching load of any teacher shall be 750 pupil-periods per week with not more than six daily recitations. The commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In



Interpreting this standard in connection with laboratory work in science and in connection with study-room supervision a double period may be counted as the equivalent of one classroom exercise for teachers of academic subjects, provided that no combination of such work amounting to more than 35 periods a week is required of any teacher. The minimum length of a recitation period shall be 40 minutes in the clear.

	Men	Women	Total
<b>10. Teaching load—Continued.</b>			
<b>A. Academic teachers—</b>			
(1) Number teaching daily—			
a. Fewer than 5 classes.....			
b. 5 classes.....			
c. 6 classes.....			
d. More than 6 classes.....			
(2) Number teaching daily—			
a. Fewer than 150 pupils.....			
b. 150 pupils or over.....			
(3) Number of classes enrolling—			
a. Under 5 pupils.....			
b. From 6 to 10.....			
c. From 11 to 15.....			
d. From 16 to 20.....			
e. From 21 to 25.....			
f. From 26 to 30.....			
g. From 31 to 35.....			
h. From 36 to 40.....			
i. Over 40.....			
(4) Number teachers occupied more than 35 school periods per week.....			
<b>B. Vocational teachers—</b>			
(1) Number teaching daily vocational subjects.....			
a. Fewer than 5 classes.....			
b. 5 classes.....			
c. 6 classes.....			
d. More than 6 classes.....			
(2) Number teaching daily vocational subjects—			
a. Fewer than 150 pupils.....			
b. 150 pupils or over.....			
(3) Number classes enrolling—			
a. Under 5 pupils.....			
b. From 6 to 10.....			
c. From 11 to 15.....			
d. From 16 to 20.....			
e. From 21 to 25.....			
f. From 26 to 30.....			
g. From 31 to 35.....			
h. From 36 to 40.....			
i. Over 40.....			
(4) Number teachers occupied more than 35 school periods per week.....			
<b>C. Extracurricular activities (number of teachers, not counting physical director, who devote time to extracurricular activities, as follows):</b>			
a. 1 hour per week.....			
b. 2 hours per week.....			
c. 3 hours per week.....			
d. 4 hours per week.....			
e. 5 hours per week.....			
f. More than 5 hours per week.....			
<b>D. Dean of girls or girl adviser—</b>			
a. Do you have a dean of girls?.....			
b. How many periods per day does she teach?..... (periods)			
c. Is she paid extra salary?.....			
<b>11. Salaries:</b>			
Do you have a definite salary schedule? Number of full-time teachers, excepting superintendent and principal, with annual salary—			
a. Under \$1,000.....			
b. From \$1,000 to \$1,250.....			
c. From \$1,251 to \$1,500.....			
d. From \$1,501 to \$1,800.....			
e. From \$1,801 to \$2,000.....			
f. From \$2,001 to \$2,500.....			
g. Over \$2,500.....			
h. Salary of city superintendent.....			
i. Salary of principal.....			

## VI. PROGRAM OF STUDIES.

Work shall be offered in English, social studies, mathematics, languages, sciences, fine arts, physical education, and in the vocational subjects also, where local conditions render such introduction possible. Indicate below the number of college entrance units or half units actually given in work of the following subjects (as, Latin 3):

English ..... Physiology ..... Home Ec. .... Latin ..... Phys. Geog. .... Greek .....  
 Physics ..... Man. arts ..... German ..... Chemistry ..... Drawing ..... French .....  
 Biology ..... Commercial Spanish ..... Gen. Sci. .... Music ..... History ..... Pl. Geom.  
 ..... Teacher Tr. .... Algebra ..... S. Geom. .... Agricul. .... Physical Ed. ....

	Boys	Girls	Total		Boys	Girls	Total
No. of pupils enrolled in—				No. of pupils enrolled in—Con.			
1. Mathematics—				4. Social studies—Continued			
a. Beginning algebra.....				f. English history.....			
b. Advanced algebra.....				g. Economics.....			
c. Plane geometry.....				h. Sociology.....			
d. Solid geometry.....				i. Advanced civics.....			
e. Trigonometry.....				j. Problems of democracy.....			
f. Review or advanced arithmetic.....				k. Total.....			
g. General mathematics.....							
h. Total.....				5. Science—			
2. English—				a. Physical geography.....			
a. First year.....				b. Biology.....			
b. Second year.....				c. Botany.....			
c. Third year.....				d. Zoology.....			
d. Fourth year.....				e. Physics.....			
e. Total.....				f. Chemistry.....			
3. Foreign language—				g. General science.....			
A. Latin—				h. Total.....			
a. Beginning Latin.....				6. Commercial work—			
b. Caesar.....				a. Typewriting.....			
c. Cicero.....				b. Shorthand.....			
d. Virgil.....				c. Bookkeeping.....			
e. Total.....				d. Commercial arithmetic.....			
B. Greek—				e. Commercial geography.....			
a. Beginning.....				f. Office practice.....			
b. Second year.....				7. Manual training—			
c. Third year.....				a. Ninth grade work.....			
d. Fourth year.....				b. Tenth grade work.....			
e. Total.....				c. Eleventh grade work.....			
C. French—				d. Twelfth grade work.....			
a. Beginning.....				e. Total.....			
b. Second year.....				8. Household arts—			
c. Third year.....				a. Ninth grade work.....			
d. Fourth year.....				b. Tenth grade work.....			
e. Total.....				c. Eleventh grade work.....			
D. Spanish—				d. Twelfth grade work.....			
a. Beginning.....				e. Total.....			
b. Second year.....				9. Agriculture—			
c. Third year.....				a. Ninth grade work.....			
d. Fourth year.....				b. Tenth grade work.....			
e. Total.....				c. Eleventh grade work.....			
E. German—				d. Twelfth grade work.....			
a. Beginning.....				e. Total.....			
b. Second year.....				10. Music—			
c. Third year.....				a. Chorus.....			
d. Fourth year.....				b. Orchestra.....			
e. Total.....				c. Band.....			
4. Social studies—				d. Glee club.....			
a. Community or vocational civics.....				e. Instrumental (individual).....			
b. Ancient History.....				f. Total.....			
c. Modern European history.....				11. Art—			
d. General history.....				a. Ninth grade work.....			
e. United States history.....				b. Tenth grade work.....			
				c. Eleventh grade work.....			
				d. Twelfth grade work.....			
				e. Total.....			



## 12. Curriculum tendencies:

- What new subjects have you added since 1921.....
- What subjects have you dropped since 1921.....
- What subjects do you offer that you consider above the high-school level (a)..... (b).....
- Postgraduate students (ones who come back after graduation)—
  - How many postgraduate students do you have? Boys..... Girls.....
  - Do you encourage postgraduate students?.....
  - What subjects or courses as a rule do they take?.....
  - What special courses do you offer as an inducement to them? (a)..... (b).....
- Junior college—
  - Is there a junior college in connection with your city schools?.....
  - Do you contemplate organizing one in the next few years?.....

## VII. BUILDINGS AND EQUIPMENT.

The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

- For what number of students was the present building designed?.....
- Is the building at present notably overcrowded?.....
- Is the building thoroughly safe and hygienic?.....
- Has the building the following features (check)?
 

a. Auditorium.	e. Music room.
b. Gymnasium.	f. Fine arts room.
c. Swimming pool.	g. Boy or Girl Scout room.
d. Shower baths.	h. Adequate athletic and playground fields.
e. Rest room for pupils—boys, girls.	i. Indoor sanitary toilets.
f. Rest room for teachers.	j. Sanitary lavatories.
g. Health clinic rooms.	k. Drinking fountains.
h. A library room.	l. Furnace heat (steam, water, or oil).
i. Separate study or session rooms.	m. Modern ventilating system.
j. Recreation room.	n. Electric lighting.
k. Lunch-room.	o. Ample fire escapes.
l. Club-room or activities room.	p. Adjustable seats for pupils.
m. Manual training room.	
n. Home economics room.	
- What outside agencies use your building? (1)..... (2)..... (3).....

## 5. The library.

The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have 500 useful volumes, exclusive of duplicates and Government publications.

- Is library in separate room?.....
- Open what hours?..... Card index?.....
- Do you employ a full-time librarian?.....
- or a part-time teacher-librarian?.....
- Number of reference volumes?.....
- English..... History..... Science.....
- Other subjects.....
- Total.....
- What amount is spent annually for library?.....
- Number of magazines subscribed for.....
- Is there a town library?.....
- Do your pupils have access to it without cost?.....
- How far is it from your building?.....

## 6. Estimated value of equipment:

- |  |  |
|--|--|
| a. Principal's office.....                 | e. Chemistry.....  |
| b. Gymnasium.....                          | f. Other sciences combined.....                          |
| c. Health clinic rooms.....                | g. Maps and charts.....                                  |
| d. Playground or athletic fields.....      | h. Other designated kinds of equipment.....              |
| e. Manual arts and mechanical drawing..... | (1).....   |
| f. Household art.....                      | (2).....   |
| g. Commercial work.....                    | s. Total.....  |
| h. Music.....                              | With how many physical maps is the school provided?..... |
| i. Agriculture.....                        | Blackboard outline maps.....                             |
| j. General science.....                    | Historical series maps.....                              |
| k. Fine arts.....                          | Political series map.....                                |
| l. Mural and hall art pieces.....          | What provision is made for storing these maps?.....      |
| m. Biology (botany and zoology).....       |  |
| n. Physics.....                            |  |

## VIII. ADMINISTRATION POLICIES.

- Is credit for graduation in addition to the regular credit of the school given for—
  - Literary society work..... Debating.....
  - Work on high-school paper..... Athletics.....
  - Student club work..... Orchestra and glee club.....
  - Other extras..... What?.....
- Are pupils generally encouraged to pursue music, physical education, fine or practical arts in addition to their four regular studies?.....
- Do you employ any form of supervised study plan as part of a recitation?.....
- Do you employ letters or figures to indicate final term marks?.....
- Do you employ a system of honor points based on the quality (not quantity) of the work done?..... Sketch it.....
- Is your school a member of the National High School Honor Society?..... Of any high school honor society?.....
- Do any of your pupils belong to secret societies (fraternities or secretaries)?.....



8. Do you have any definite form of pupil participation in school control?.....
9. Do you have teacher-pupil councils which take charge of certain school matters?.....
10. Do you have a paid director of physical education for boys.....; for girls.....; for boys and girls.....
11. Do you have, for the high school, a regularly paid—
  - a. School physician.....
  - b. School dentist.....
  - c. School nurse.....
  - d. Athletic coach.....
  - e. How many classes a day does your athletic coach teach?.....
  - f. What subjects does this coach teach?.....
12. Would you favor a 60-minute class period for all classes, including laboratory periods, practical work periods, etc.?.....
13. Is it your policy always to give an inexperienced beginning teacher fewer classes to teach per day than you do to an experienced teacher?.....
14. Do you have the same salary schedule for elementary teachers as for high-school teachers, provided the qualifications are equal?.....
15. Do you publish a school paper?.....
16. Which of the following do you have (check)—
 

<ol style="list-style-type: none"> <li>a. Football team.....</li> <li>b. Baseball team.....</li> <li>c. Indoor baseball team: Boys.....; girls.....</li> <li>d. Track team.....</li> <li>e. Hockey team.....</li> <li>f. Tennis team: Boys.....; girls.....</li> <li>g. Swimming team: Boys.....; girls.....; mixed.....</li> <li>h. Debating team: Boys.....; girls.....; mixed.....</li> </ol>	<ol style="list-style-type: none"> <li>i. Band: Boys.....; girls.....; mixed.....</li> <li>j. Orchestra: Boys.....; girls.....; mixed.....</li> <li>k. Glee: Boys.....; girls.....; mixed.....</li> <li>l. Military cadets.....</li> <li>m. School troop of scouts: Boys.....; girls.....</li> <li>n. Hi-Y teams: Boys.....; girls.....</li> </ol>
--	--
17. Parent-teacher association:
  - a. Do you have a parent-teacher association?.....
  - b. How long has it been organized?.....
  - c. Have you a similar club in your school?.....  
If so, give its name.....
1. Shall the school be unqualifiedly recommended for accrediting?.....
2. Shall the school be recommended for accrediting with a special warning?.....
3. Shall the school be advised to improve in certain particulars? If so, specify.....
4. Shall the school be recommended to be dropped?.....
5. Comments of State committee..... List standards violated.....

(Signature of chairman of State committee)

Action taken by reviewing committee:

Approved.....  
Disapproved.....

Chairman, Reviewing Committee

Final action by the association approved, rejected.

## PART II. GENERAL INFORMATION

### PLAN OF STUDY

The association accredits both public and private secondary schools. The list of private schools is composed of the parochial, military, preparatory, private, and other types of nonpublic secondary schools. There are 133 of them. There are 711 public high schools, making a total of 844 secondary schools included in this study. These are all the secondary schools accredited by the association for the year 1926-27.

No attempt is made to keep the data for these two types of schools separate in this study, as it would add so very materially to the size of the report to be printed. For the same reason no attempt is made to present the data according to the size of the secondary schools. Only totals for the whole are presented, since the study is intended to present only a summary of conditions of the secondary schools accredited by the Southern Association. For comparative purposes the data are presented by States in most instances.



Nine general divisions are used in compiling the report, as follows: General Information, Organization, Pupils, Supervisory Officers, Teachers, Program of Studies, Curriculum Tendencies, Building Equipment and Organization, Administration and Policies.

Tables and graphs are used to present the facts, with just enough discussion to make the data intelligible.

### GENERAL INFORMATION

The association was organized in 1895. At the second session of the association, in 1896, a list of accredited secondary schools was published. In 1911 the Commission on Secondary Schools was created. About this time, too, the General Education Board gave each Southern State funds with which to employ a professor of secondary education and a State high-school inspector. These two facts account largely for the notable increase in public high schools in 1913.

The growth of accredited secondary schools is shown in Table 1 below.

TABLE 1.—Growth of secondary schools since the organization of the association

Session	Year	Public	Private	Total	Session	Year	Public	Private	Total
1	1896	2	11	13	18	1912	6	33	39
2	1897	3	20	23	19	1913	125	85	210
3	1898	3	23	26	20	1914	208	70	278
4	1899	3	33	36	21	1915	245	63	308
5	1900	3	38	41	22	1916	269	78	347
6	1901	2	36	38	23	1917	292	75	367
7	1902	4	41	45	24	1918	335	73	408
8	1903	3	34	37	25	1919	363	78	441
9	1904	3	34	37	26	1920	329	85	414
10	1905	4	31	35	27	1921	455	100	555
11	1906	4	31	35	28	1922	534	104	638
12	1907	4	26	30	29	1923	689	115	804
13	1908	6	26	32	30	1924	685	120	805
14	1909	6	33	39	31	1925	629	130	759
15	1910	6	34	40	32	1926	711	133	844
16	1911	5	32	37					

<sup>1</sup> No list for Florida or Arkansas.

<sup>2</sup> Full report for all 13 Southern States.

As is evident from Table 1, the private school was in the majority in the early years of the life of the association. This was to be expected, when we consider the spread of the academy throughout the South and the late rise of the public high school.

Table 2 and Figures 2, 3, and 4 are presented to show the present status of each type of secondary school in the association.

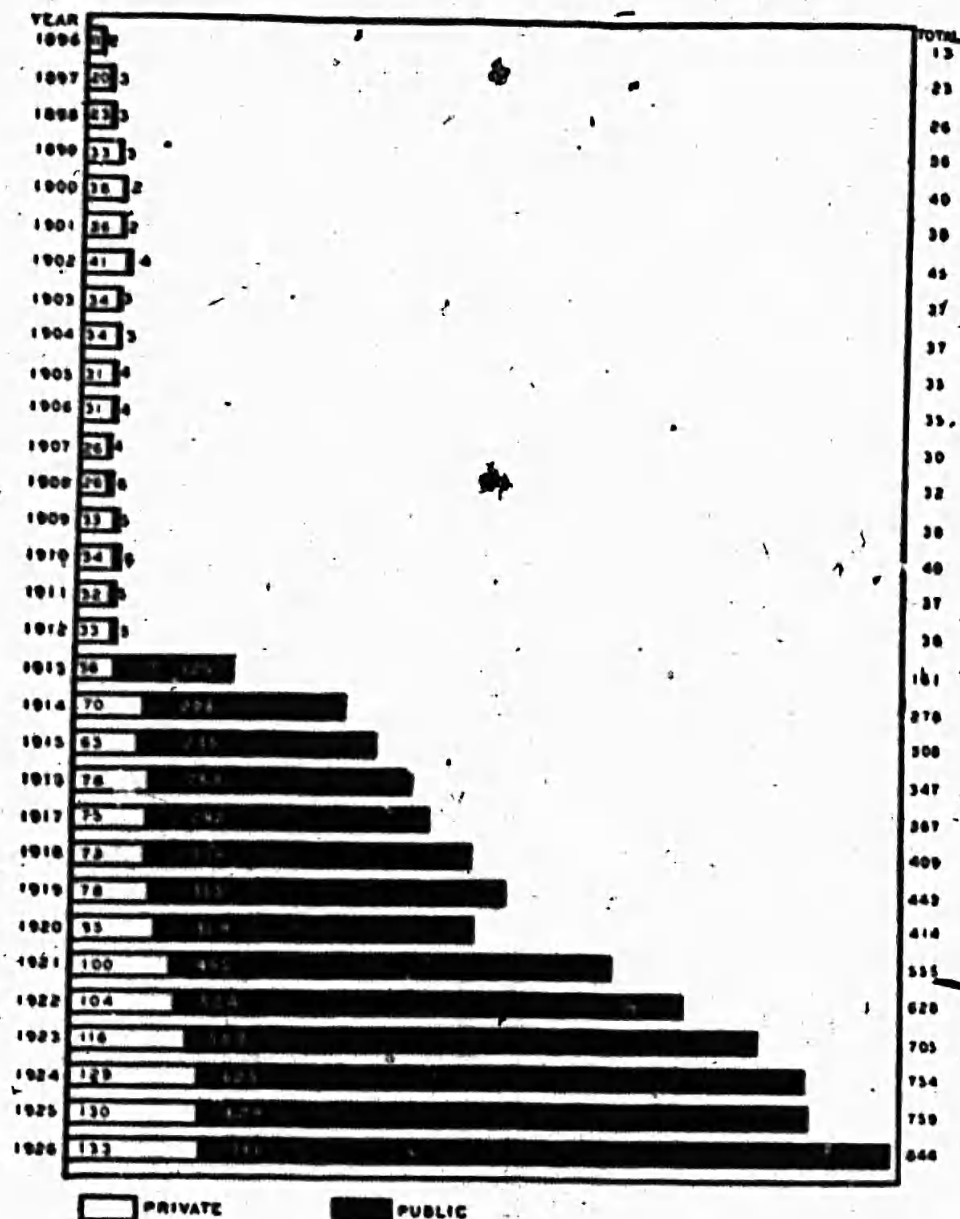


FIG. 1.—Growth of secondary schools since the organization of the association

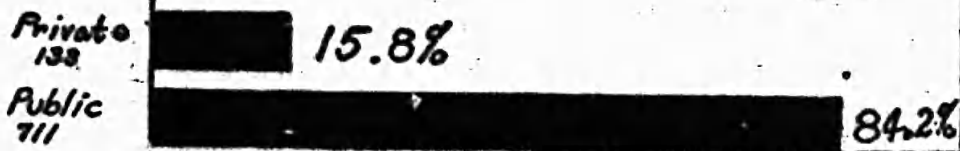


FIG. 2.—Percentages of public and private secondary schools accredited by the association

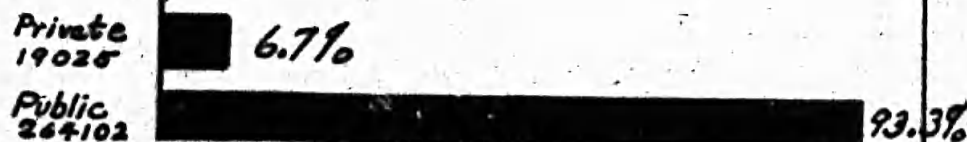


FIG. 3.—Percentage of students enrolled in each type of secondary school accredited by the association



TABLE 2.—Number of public and of private secondary schools accredited by the commission for 1926-27

State	Public schools	Private schools	Total	State	Public schools	Private schools	Total
Alabama.....	46	13	59	South Carolina.....	44	5	49
Florida.....	79	6	85	Tennessee.....	44	25	69
Georgia.....	68	14	82	Texas.....	123	9	132
Kentucky.....	80	17	97	Virginia.....	20	20	40
Louisiana.....	82	7	89	Total.....	711	133	844
Mississippi.....	43	4	47	Per cent of each type.....	84.2	15.8	100
North Carolina.....	63	13	76				

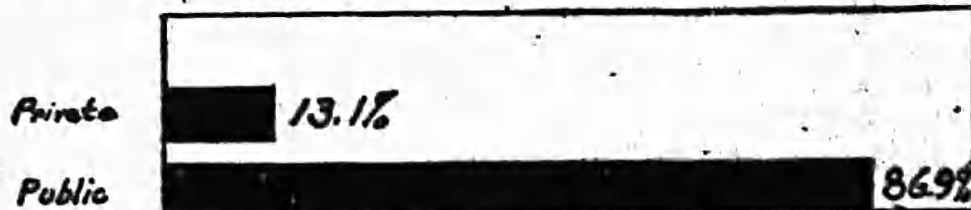


FIG. 4.—Percentage of teachers employed in public and private secondary schools accredited by the association

The preceding tables and figures dealing with a comparison of the public and private schools show that 15.8 per cent of the secondary schools are private; that 13.1 per cent of all the teachers employed are engaged in private schools; and that 6.7 per cent of all the students enrolled are in private schools.

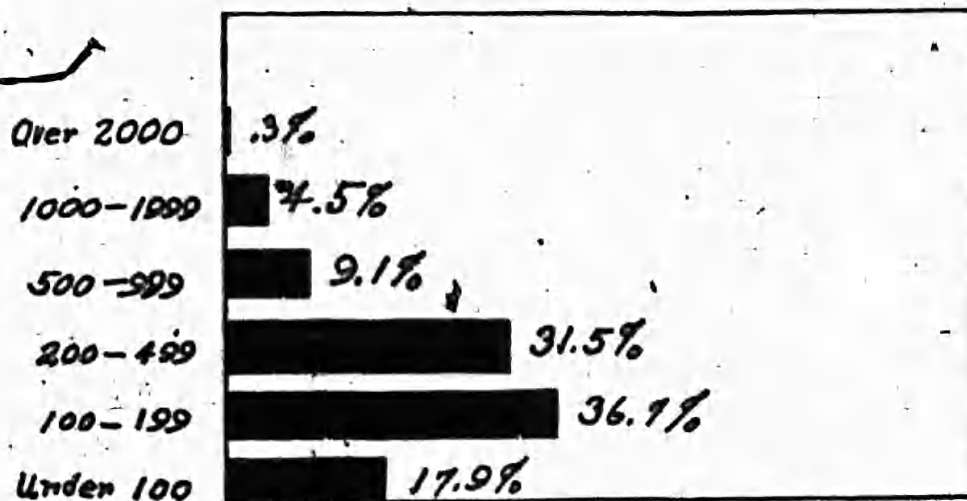


FIG. 5.—Percentage of enrollment in secondary schools accredited by the association

#### SIZE OF SECONDARY SCHOOL

In order to give the reader an idea of the size of enrollment of the secondary schools accredited by the association, Tables 3, 4, 5, and 6, and Figure 5 are presented. Table 3 gives the schools grouped according to size. Table 4 shows the number of secondary schools built on a seven or eight grade elementary school, the number

of public and private schools, and number of schools enrolling over 1,000 or under 100 pupils. Table 5 shows the smallest and largest school in each State, the number of teachers employed in public and private schools, and the number of pupils enrolled in public and private secondary schools. Table 6 shows the distribution of the schools according to the size of the town in which they are located. All of these data are arranged by States, so as to allow for comparative study.

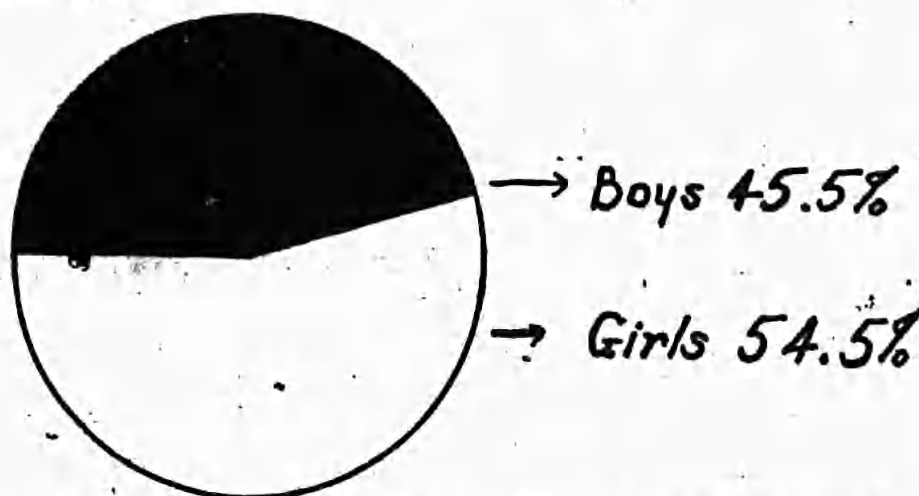


FIG. 6.—Distribution of boys and girls in the accredited secondary schools of the association

TABLE 3.—Size of the secondary schools accredited by the association, 1926-27

State	Number of schools	Under 100	100-199	200-499	500-999	1,000-1,999	2,000 and over
Alabama.....	50	7	19	25	3	4	1
Florida.....	85	23	30	24	3	5	
Georgia.....	82	7	37	28	10		
Kentucky.....	97	24	36	28	6	3	
Louisiana.....	89	22	38	20	7	2	
Mississippi.....	46	14	16	14	2		
North Carolina.....	76	13	21	31	9	2	
South Carolina.....	49	3	19	24	2	1	
Tennessee.....	69	16	27	16	6	4	
Texas.....	132	14	37	44	22	14	1
Virginia.....	60	8	31	10	7	3	1
Total.....	844	151	311	264	77	38	3
Per cent of total.....		17.9	36.7	31.5	9.1	4.5	0.3



TABLE 4.—Grades in elementary school, type of secondary school, and number of schools enrolling over 1,000 or under 100 pupils accredited by the association

States	Number of schools	Grades in elementary school		Type of school		Schools enrolling—	
		7	8	Public	Private	Over 1,000	Under 100
Alabama.....	59	6	53	46	13	5	7
Florida.....	85	1	84	79	6	5	23
Georgia.....	82	72	10	68	14	7	7
Kentucky.....	97	2	95	80	17	3	24
Louisiana.....	89	79	10	83	7	2	23
Mississippi.....	46	46	46	42	4	14	14
North Carolina.....	76	66	10	63	13	2	12
South Carolina.....	49	47	2	44	5	1	3
Tennessee.....	69	2	67	44	25	4	16
Texas.....	132	127	5	123	9	15	12
Virginia.....	60	46	14	40	20	4	8
Total.....	844	448	396	711	133	41	161
Per cent of total.....		53.1	46.9	84.2	15.8	4.8	17.9

TABLE 5.—Largest and smallest school—Number of teachers—Enrollment in public and private schools accredited by the association

State	Number of schools	Size of school		Teachers					Enrollment				
		Largest	Smallest	Public	Private	Total	Average number per school		Public	Private	Total	Average number per school	
							Public	Private				Public	Private
Alabama.....	59	2,821	41	687	193	880	15	15	20,674	1,529	22,203	449	116
Florida.....	85	1,392	27	1,133	41	1,174	14	7	29,192	492	29,684	369	82
Georgia.....	82	894	42	836	147	983	12	11	22,576	2,673	25,249	332	191
Kentucky.....	97	1,433	40	876	300	1,076	11	11	22,565	2,607	25,172	281	153
Louisiana.....	89	1,840	38	871	78	949	11	11	20,381	1,621	22,002	244	231
Mississippi.....	46	652	47	450	42	492	11	10	12,486	533	13,019	300	133
North Carolina.....	76	1,507	20	953	120	1,073	13	9	22,850	1,470	24,320	363	113
South Carolina.....	49	1,205	99	588	53	641	13	11	14,908	597	15,505	339	119
Tennessee.....	69	1,484	35	661	237	898	16	9	16,884	2,954	19,838	334	118
Texas.....	132	2,209	47	2,571	117	2,688	21	13	64,339	1,729	66,068	623	192
Virginia.....	60	2,434	39	634	319	953	16	16	17,307	2,820	20,127	452	141
Total.....	844			10,260	1,547	11,807	14.4	11.6	264,102	19,025	283,127	371	143
Per cent of total.....				84.9	13.1	100			93.3	6.7	100		

TABLE 6.—Distribution of secondary schools in respect to size of town

Population	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-iss-ippl	North Caro-lina	South Caro-lina	Tenn-essees	Tex-as	Vir-ginia
Under 2,500.....	157	18.6	10	14	14	19	25	11	12	7	17	13	15
2,500-5,000.....	235	27.8	17	26	22	28	33	13	16	22	12	35	11
5,001-7,500.....	86	10.0	7	12	14	7	6	5	6	3	6	17	3
7,501-10,000.....	79	9.3	5	8	5	9	1	1	18	7	7	15	3
10,001-25,000.....	92	11.0	5	11	11	5	6	11	8	4	5	19	9
25,001-50,000.....	47	5.6	2	5	1	7	3	3	10	3	2	6	7
50,001-100,000.....	32	3.7	3	4	7	2	3	2	2	3	2	4	3
Over 100,000.....	66	7.4	5	3	7	6	7	1	2	3	16	18	4
Not replying.....	50	6.6	5	2	1	14	5	2	6	1	4	5	6
Total.....	844	100	59	85	53	97	89	46	76	49	69	132	69



It is seen at a glance that the Southern Association secondary schools are not large. More than one-sixth of them enroll fewer than 100 pupils; 36.7 per cent, or one-third, enroll between 100-199; approximately another third, 31.5 per cent, enroll between 200-499; 9.1 per cent enroll between 500-999; and only 4.8 per cent enroll more than 1,000. Only three schools in the entire association enroll more than 2,000 pupils. These are found one each in the States of Alabama, Texas, and Virginia. Eight Southern States do not have a single school enrolling as many as 2,000 pupils, while Mississippi and Georgia do not have a single school enrolling as many as 1,000 pupils. It is evident that the South does not believe that there is any special virtue in the large high school.

When the enrollment goes beyond 1,200 or 1,500 pupils the tendency seems to be to divide the school. The State of Texas is a good illustration of this tendency. Instead of bringing students together in great numbers in some central point, Dallas has 5 large high schools scattered over the city, enrolling approximately from 500 to 1,500 pupils each; Fort Worth has 3 high schools enrolling approximately from 900 to 1,100 pupils each; and Houston has 4 high schools enrolling approximately from 500 to 1,200 pupils each. Birmingham, San Antonio, Jacksonville, Louisville, Atlanta, and other cities in the Southern Association are following the same general plan of organization.

Table 4 shows that 53.1 per cent of all the secondary schools in the association are built on a 7-grade elementary school, while 46.9 per cent are built on an 8-grade elementary school. In commenting on this situation in the dean's report for 1926, prepared by the author, for the association, page 186 of the proceedings carries this quotation, relative to the efficiency of the high school built on a 7 or 8 grade elementary school, when judged by the way the graduates of each type of school succeed in their freshman year in college:

There does not seem to be any appreciable difference between the efficiency of the 7 and 8 grade elementary school as measured by this process. It leads one to wonder what is the right solution of the 11 or 12 grade school system. In Alabama, and in some of the other Southern States, for example, there is a tendency to add another grade. This is being done where the junior high school is established. Instead of adding a twelfth grade at the top, one is inserted into the junior high period. Of course, this movement is just in its infancy. Much is involved in this whole problem, for in the final analysis the future of the junior high school development is vitally concerned.

Table 4 shows that 84.2 per cent of all the schools accredited by the association are public and 15.8 per cent are private; Table 5 shows that 86.9 per cent of all the teachers employed in the schools accredited by the association are engaged in public high schools and 13.1 per cent are employed in private secondary schools, while 93.3 per cent of all the students enrolled in secondary schools accredited by the



association are in public high schools and 6.7 per cent are enrolled in private secondary schools. In the final analysis, Table 5 shows that the average enrollment of the public high school in the association is 371 pupils, while the private secondary school in the association has an average enrollment of only 143. The average number of teachers employed in the public high school of the association is 14.4 per school, while the average number of teachers employed in the private secondary school is 11.6 per school.

### PART III. ORGANIZATION

Due to the fact that there is such a variation among the several Southern States as to the number of legal holidays for the school year, it is very difficult to secure uniformity of length of term. The association now interprets the standard "nine months" to read, "An academic year of not less than 175 days, during which the school is actually in session, exclusive of holidays." For that reason Table 7, showing length of term, is expressed in days school was actually in session. In spite of this strict interpretation, a few schools violate the standard by running under 175 days. The notable exception, however, is Texas, where there are 41 schools out of 132 running a shorter term than 175 days. This is perhaps to be expected, as Texas has more legal school holidays than any other State of the South or percentage of the Nation.

There is also a goodly number of schools, 65 to be exact, that run over 180 days, or 9 full months. Although the mode is 180 days the median is between 177 and 178 days.

TABLE 7.—Number of days school actually in session

Days	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Under 170	10	1.2	1		1	1					1	4	2
170-174	51	6.1			2		5	1	2	1	2	37	1
175	136	16.1	20	4	6	17	10	3	6	1	13	42	6
176	107	12.7	12	10	5	11	14	4	1	17	5	23	5
177	67	7.9	3	5	9	9	15	3	3	4	6	7	3
178	103	12.3	3	15	17	7	17	10	1	8	15	3	4
179	33	3.9	1	9	5	4	2	4	1	1	3	2	1
180	272	32.2	9	39	31	18	25	20	57	13	20	14	20
181-185	80	9.6			4	10	1	1	4	1	1		8
186-190	12	1.5				6				2	2		2
Over 190	23	2.8	1		2	14			2	1	1		2

### NUMBER AND LENGTH OF PERIODS IN THE SCHOOL DAY

The association has no ruling on the number of periods in a school day, though it does insist that each period shall not be less than minutes net.

TABLE 8.—Number of periods in the school day

Periods	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
4.....	3	0.4				1			1	1			
5.....	46	5.1		1	1	5	24		5	4	1		
6.....	184	21.8	4	21	16	15	48	4	11	31	8	14	12
7.....	367	43.6	31	49	54	42	13	33	36	10	38	33	28
8.....	221	26.3	23	14	9	31	4	9	21	2	21	73	16
9.....	21	2.5	1		2	3			1	1	1	11	1
10.....	2	.3							1			1	

TABLE 9.—Length of the usual class period

	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
40 minutes.....	132	15.6	17	1	27	12	3	3	16	1	13	11	28
41-45 minutes.....	487	57.8	27	52	47	64	12	38	42	41	51	96	17
46-50 minutes.....	63	7.5	14	6	4	10	3	2	8	3	2	4	7
51-55 minutes.....	18	2.1	1	7	2	2	2		2	4	1		1
56-60 minutes.....	140	16.6		19	2	7	68	3	7		2	21	7
61-70 minutes.....	2	.2				1	1						
71-80 minutes.....	2	.2				1			1				

Seven periods per day is both the mode and the median. In the North Central Association the mode is 8, but the median is between 7 and 8. An 11-year comparison in the North Central Association shows the tendency is toward a larger number of periods in a school day.

Only 23 schools, or 2.8 per cent, have more than 8 periods per day; while 49 schools, or 5.5 per cent, have fewer than 6 periods per day. Practically as many schools run 7 periods per day as there are that run 6 and 8 periods combined.

The 41 to 45 minute period is both the mode and the median. The next longest period is 56 to 60 minutes, with 40 minutes net holding third place. Only four schools have periods longer than one hour.

#### UNITS REQUIRED FOR GRADUATION

The association requires 16 units for graduation from a standard secondary school.

TABLE 10.—Number of units required for graduation

	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Less than 15.....	7	0.8		1	3				1			1	1
15.....	15	1.8			1		2		7		3	2	
16.....	733	86.9	51	78	69	85	86	42	61	49	65	105	42
17.....	46	5.5		5	5	1	1	3			1	16	7
18.....	37	4.3	4	1	2	8		1	4			8	9
More than 18.....	6	.7			2	3							1



There are 22 schools, 2.6 per cent, that seem to require less than 16 units. The writer is inclined to feel that in some instances this is a misunderstanding arising where the principal of a three-year senior school omits the credits earned in the junior high school. The fact that 89 schools, 10.5 per cent, require over 16 units for graduation indicates there is a tendency on the part of some schools to require credit for extracurricular activities toward graduation.

Table 11 shows the number of years included in the high-school course.

TABLE 11.—Number of years in the high-school course

Grades	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
10, 11, and 12.....	45	5.2	4	15	6	4	—	4	1	—	3	4	4
9, 10, 11, and 12.....	268	31.6	31	51	7	59	6	38	4	—	53	3	6
8, 9, 10, and 11.....	406	48.8	4	—	64	3	81	—	59	47	3	109	26
8, 9, 10, 11, and 12.....	30	3.3	2	1	4	6	—	—	6	2	4	1	4
7, 8, 9, 10, 11, and 12.....	70	8.2	18	17	1	14	—	4	2	—	5	11	8
Other grades.....	25	2.9	—	1	—	1	2	—	4	—	1	4	2

The standard secondary school of the association is four years in length. Traditionally, at least, this is true. For the past few years, however, there has been a feeling on the part of many members of the commission on secondary schools that a rigid adherence to that standard would thwart the development of the junior high school in the South. Consequently, one of the fundamental policies of the commission for several years has been "Where secondary schools are organized on some other basis than the traditional 4-year school, the commission will take account only of the work done in the last three years—i. e., grades 9, 10, and 11, or grades 10, 11, and 12."

With the coming of the junior high school where the 7-4 and 8-4 organizations exist, it readily is seen from Table 11 that we have in this transition period a variety of forms of organization. However, the 4-year high school built on a 7-grade elementary school still holds sway, with the 4-year high school built on the 8-grade elementary school coming next. There are 45 senior high schools of grades 10, 11, and 12, and 70 six-year high schools of grades 7 to 12. This shows that the junior high school movement is making real progress in the South. Florida is the outstanding leader in the movement, with all her larger cities completely on the junior-senior basis of organization, while South Carolina and Louisiana seem to be lagging farthest behind.



## PART IV. PUPILS

Table 12 gives the total enrollment for all 844 schools. It is shown by grades and by States.

The association does not set a minimum enrollment. It merely sets the pupil-teacher ratio at 30 as the minimum, and prescribes a minimum of four teachers to a school devoting full time to high-school instruction.

TABLE 12.—Total pupil enrollment

	Total	Per cent	Ala- ba- ma	Flori- da	Geor- gia	Ken- tucky	Lou- is- iana	Miss- sissi- ppi	North Caro- lina	South Caro- lina	Ten- nes- see	Texas	Vir- ginia
<i>Seventh grade</i>													
Boys.....	12,768		778	2,367	1,053	916	992	1,234	718	1,017	347	2,752	384
Girls.....	13,320		806	2,437	1,045	1,035	960	1,299	773	1,090	400	2,964	397
Total.....	26,088		1,444	4,804	2,098	1,951	1,952	2,533	1,491	2,097	747	5,716	781
<i>Eighth grade</i>													
Boys.....	26,049		1,169	1,894	2,820	732	2,665	900	3,449	2,357	317	7,925	1,821
Girls.....	28,100		1,295	2,065	3,048	941	2,927	1,163	3,814	2,166	341	8,344	1,996
Total.....	54,149		2,464	3,959	5,868	1,673	5,592	2,063	7,263	4,523	658	16,269	3,817
<i>Ninth grade</i>													
Boys.....	32,866	47.6	2,776	2,383	2,608	3,280	2,679	1,228	2,627	1,717	2,626	8,780	2,183
Girls.....	36,120	52.4	3,103	2,792	2,564	3,884	3,290	1,324	3,132	1,744	2,875	9,268	2,183
Total.....	68,986		5,879	5,175	5,172	7,164	5,969	2,552	5,759	3,461	5,501	18,048	4,366
<i>Tenth grade</i>													
Boys.....	29,373	46.6	2,461	2,946	2,952	2,590	2,131	1,046	2,294	1,460	2,502	6,573	2,418
Girls.....	33,635	53.4	2,666	3,619	3,164	3,168	2,451	1,273	2,844	1,498	2,808	7,405	2,739
Total.....	63,008		5,127	6,565	6,116	5,758	4,582	2,319	5,138	2,958	5,310	13,978	5,157
<i>Eleventh grade</i>													
Boys.....	23,023	45.6	2,017	2,284	2,357	2,068	1,601	834	1,604	1,114	2,035	5,236	1,873
Girls.....	27,467	54.4	2,387	2,803	2,587	2,594	2,020	1,063	2,261	1,311	2,349	6,049	2,063
Total.....	50,490		4,404	5,087	4,944	4,662	3,621	1,897	3,865	2,425	4,384	11,285	3,936
<i>Twelfth grade</i>													
Boys.....	9,227	45.5	1,801	1,753	521	1,739	211	731	307	20	1,450	357	337
Girls.....	11,167	54.5	1,684	2,341	530	2,165	75	934	497	21	1,788	415	317
Total.....	20,394		3,485	4,094	1,051	3,904	286	1,665	804	41	3,238	772	654
<i>Grand total</i>													
Boys.....	133,806	47.1	10,502	13,627	12,311	11,325	10,379	5,973	10,996	7,685	10,035	30,033	7,061
Girls.....	149,821	52.9	11,701	16,067	12,938	13,787	11,723	7,046	13,321	7,820	10,561	34,405	7,816
Total.....	283,127		22,203	29,694	25,249	25,112	22,002	13,019	24,320	15,505	20,600	64,438	14,877

There are 283,127 pupils enrolled in these 844 schools. That is an average of 335 pupils per school. The typical Southern Association high school enrolls 335 pupils, of whom 157 are boys and 178 are girls. However, there are great variations to be found. One of the private schools in North Carolina, for example, enrolls 20 pupils, while the Phillips High School in Birmingham enrolls 2,821 pupils.



It is interesting to note that 47.1 per cent are boys and 52.9 per cent are girls. In the twelfth grade 45.5 per cent are boys; in the eleventh, 45.6 per cent; in the tenth, 46.6 per cent; and in the ninth, 47.6 per cent. The falling off for boys in the higher grades is quite noticeable.

Due to the fact that Table 12 shows the seventh and eighth grade enrollments, it is impossible to figure eliminations by grades. For example, the eighth grade in Texas is the freshman year of the standard 4-year high school built on a 7-grade elementary school. In other instances the eighth grade is a part of the regular modern junior high school.

Texas, with its 66,068 pupils, enrolls more than four times as many as Mississippi, with 13,019 pupils.

Table 13 shows the pupil-teacher ratio.

TABLE 13.—The pupil-teacher ratio

Pupils per teacher	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
8-10	4	0.4		2		1						1	
11-15	44	5.2	1	7	1	11	3	2	7	3	1	3	6
16-20	105	12.4	6	22	5	8	8	10	3	6	13	10	14
21-25	228	27.0	12	28	15	21	32	20	12	10	20	35	14
26-30	294	34.9	18	21	31	32	34	12	34	20	17	54	15
31-35	153	18.8	22	5	29	21	11	2	20	5	9	26	8
Over 35	8	1.0			1	2	1					2	2
	3	.3				1						1	1

### ENROLLMENT PER TEACHER

It is noticeable that only 11 schools of the 844 enroll over 30 pupils per teacher, 80.7 per cent of the schools enroll from 15 to 30 pupils per teacher, while 18 per cent enroll from 1 to 15 per teacher. Both the mode and the median are from 21 to 25 pupils per teacher. This is a wholesome situation.

TABLE 14.—Graduates in 1926

State	Boys	Girls	Total	State	Boys	Girls	Total
Alabama	1,319	1,825	3,144	South Carolina	884	1,090	1,974
Florida	1,447	1,906	3,443	Tennessee	1,808	2,459	4,267
Georgia	1,845	2,701	4,546	Texas	4,457	6,121	10,578
Kentucky	1,763	2,206	3,969	Virginia	1,440	1,570	3,010
Louisiana	1,750	1,822	3,572				
Mississippi	978	1,192	2,170	Total	19,261	25,272	44,533
North Carolina	1,570	2,290	3,860	Percentage	14.4	16.9	15.7

The table shows that of the 44,533 graduates 19,261, or 43.2 per cent, are boys, while 25,272, or 56.8 per cent, are girls. This represents 14.4 per cent of all the boys enrolled in high school and 16.9 per cent of all the girls.

## NUMBER GOING TO COLLEGE

TABLE 15.—*Graduates who entered college or university in fall of 1926*

State	Boys	Girls	Total	Per cent
Alabama.....	666	687	1,353	43.0
Florida.....	700	781	1,481	43.0
Georgia.....	997	1,059	2,056	43.0
Kentucky.....	771	954	1,725	43.4
Louisiana.....	624	775	1,399	39.1
Mississippi.....	364	578	942	41.4
North Carolina.....	870	1,058	1,928	42.9
South Carolina.....	621	720	1,341	47.9
Tennessee.....	978	1,123	2,101	48.2
Texas.....	2,469	3,114	5,583	53.3
Virginia.....	812	762	1,574	42.2
Total.....	9,872	11,611	21,483	
Per cent of graduates.....	51.2	45.9		48.2
Per cent of enrollment.....	7.4	7.7		7.6

Table 15 shows the number and per cent of the graduates in 1926 that entered college; also the percentages these are of the total high-school enrollment.

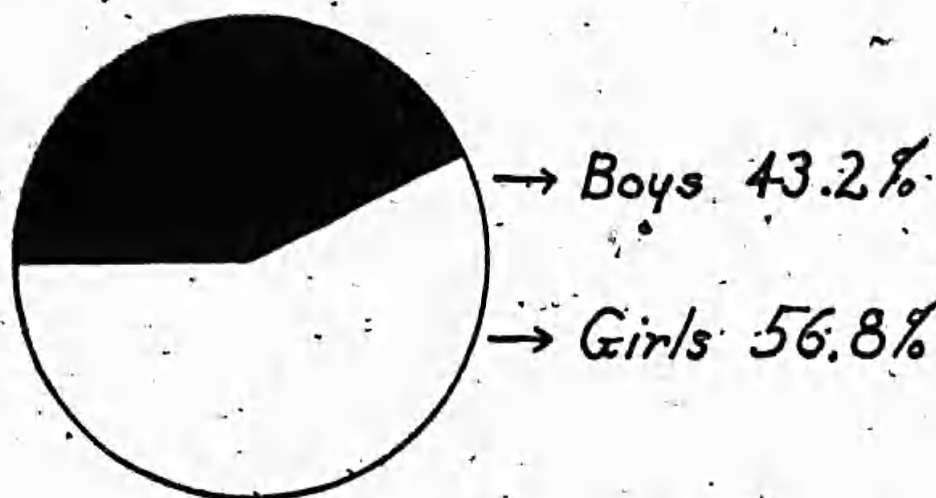


FIG. 7.—Distribution of boys and girls who graduated in 1926

Although Table 14 shows that only 43.2 per cent of all the graduates are boys and 56.8 per cent are girls, Table 15 shows that 51.2 per cent of the boys and only 45.9 per cent of the girls entered college. These figures evidence the fact that a larger percentage of boys than girls go to college. The North Central Association report for 1924 showed 42.4 per cent of the boys and 34.5 per cent of the girls who graduated entered college.

Since 48.2 per cent of all high-school graduates enter college within four months after graduation, it is evident that the typical Southern Association secondary school is primarily a college preparatory institution. This, of course, varies considerably among the Southern



States. Comparing by States the percentages of graduates in 1926 who in the fall of that year entered college, we have—

	Per cent		Per cent
Alabama.....	43.0	South Carolina.....	67.9
Florida.....	43.0	Tennessee.....	49.2
Georgia.....	45.0	Texas.....	52.8
Kentucky.....	43.4	Virginia.....	52.2
Louisiana.....	39.1		
Mississippi.....	43.4	Total.....	48.2
North Carolina.....	49.9		

The range is from 39.1 per cent, for Louisiana, to 67.9 per cent, for South Carolina. In the North Central Association the range is from 23 per cent, in Montana, to 49 per cent, in Arkansas and Okla-

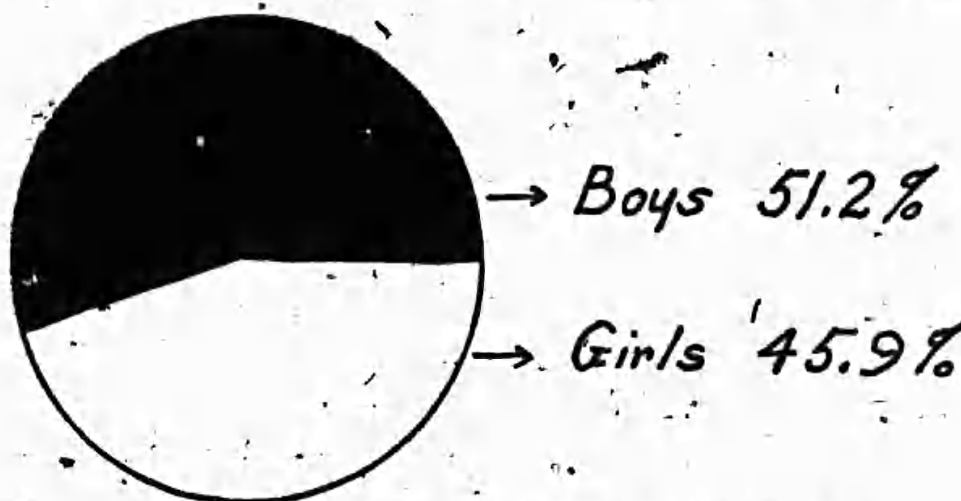


FIG. 8.—Distribution of graduates who attended college in the fall of 1926

homa. Only 9 of the 20 States in the North Central Association report reach as high as the lowest State in the Southern Association.

### NONRESIDENT PUPILS

Since the Southern Association high school is relatively small and consequently found in many rural or semirural communities, the problem of nonresident pupils would be apparent. Table 16 presents the facts in the case.

TABLE 16.—Number of nonresident pupils

State	Boys	Girls	Total	State	Boys	Girls	Total
Alabama.....	1,081	1,081	2,172	Tennessee.....	1,071	525	1,596
Florida.....	476	672	1,148	Texas.....	2,002	1,964	3,966
Georgia.....	2,303	1,590	3,893	Virginia.....	1,983	996	2,979
Kentucky.....	1,765	1,932	3,697				
Louisiana.....	486	351	837	Total.....	14,346	12,213	26,559
Mississippi.....	767	590	1,357	Percentage by sex.....	53.9	46.1	
North Carolina.....	1,125	1,311	2,436	Percentage of enrollment.....	9.5	8.1	9.3
South Carolina.....	1,157	1,191	2,378				

## EXTRA-CREDIT PUPILS

The standard load of a student in the accredited Southern Association secondary school is four units. Provision is made, however, for the brighter pupils to carry an additional course.

Tables 17 to 18a are presented to show the situation in this particular.

TABLE 17.—Number of pupils carrying under four or over five studies

State	Under 4 studies	5 or more studies	State	Under 4 studies	5 or more studies
Alabama.....	237	1,640	South Carolina.....	244	2,357
Florida.....	377	2,057	Tennessee.....	375	2,117
Georgia.....	373	6,108	Texas.....	1,304	9,363
Kentucky.....	636	4,800	Virginia.....	480	4,088
Louisiana.....	470	4,299	Total.....	5,217	15.8
Mississippi.....	281	851	Percentage.....	1.8	
North Carolina.....	440	6,451			

TABLE 18.—Number of extra-credit pupils who rank lower than the upper 25 per cent of their school class

Alabama.....	341	South Carolina.....	284
Florida.....	434	Tennessee.....	350
Georgia.....	1,118	Texas.....	1,771
Kentucky.....	674	Virginia.....	600
Louisiana.....	763	Total.....	7,928
Mississippi.....	153	Percentage of total.....	2.8
North Carolina.....	1,439		

TABLE 18a.—Number of extra-credit pupils who carry over four units who failed in one or more subjects the previous term

Alabama.....	319	South Carolina.....	304
Florida.....	329	Tennessee.....	425
Georgia.....	898	Texas.....	1,116
Kentucky.....	767	Virginia.....	509
Louisiana.....	826	Total.....	7,434
Mississippi.....	117	Percentage.....	2.6
North Carolina.....	1,354		

A study of the three preceding tables shows a good condition existing on the whole. Only 15.8 per cent of the pupils carry a fifth study, and these are in the upper end of the class in scholarship. Only 2.8 per cent who carry extra credit are not in this upper reach of the class. Again, only 2.6 per cent of the pupils who carry extra credit failed in some work in the preceding term. At best, however, this is bad, for of all pupils who need to carry a fifth course, it certainly is not one who failed in part of his work in the preceding semester.

## PART V. SUPERVISORY OFFICERS

Since the association expects a good part of the time of the principal to be spent in supervisory work, it presupposes special training for the task. The standard reads:

The minimum scholastic attainment required of the faculty of any accredited secondary school on the southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the principal and teachers of



agriculture and home economics, should hold bachelor's degrees from a college approved by the association.

Table 19 shows the training of those responsible for the supervision of the school.

TABLE 19.—Training of supervisory officers  
CITY SUPERINTENDENTS HOLDING A DEGREE

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-iana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nessee	Texas	Vir-ginia
Yes.....	575	68.1	34	42	70	72	35	40	58	45	35	110	34
No.....	36	4.3	2	.....	5	3	2	2	3	.....	3	14	2
Not replying.....	233	27.6	23	43	7	82	52	4	15	4	31	8	24

PRINCIPALS HOLDING A DEGREE

Yes.....	747	88.4	57	75	66	85	85	30	69	44	60	115	55
No.....	46	5.6	.....	4	8	7	1	3	2	1	2	14	3
Not replying.....	51	6.0	2	6	8	5	3	7	5	4	6	3	3

NUMBER OF ASSISTANT PRINCIPALS

Yes.....	268	81.7	17	49	30	23	65	6	11	7	19	18	33
No.....	533	63.1	43	32	59	68	24	34	61	35	43	108	27
Not replying.....	43	5.2	.....	4	3	6	.....	6	4	7	7	6	.....

ASSISTANT PRINCIPALS HOLDING A DEGREE

Yes.....	250	93.2	14	46	20	23	61	6	8	7	17	18	30
No.....	18	6.8	3	3	.....	.....	4	.....	3	.....	2	.....	3

It is evident that over 90 per cent of the principals hold degrees. It is seen from Table 19 that 93.2 per cent of the 268 assistant principals hold degrees. Doubtless a good percentage of the 43 not replying also hold degrees.

TABLE 20.—Number of classes taught  
BY THE CITY SUPERINTENDENT

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-iana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nessee	Texas	Vir-ginia
None.....	464	55.0	40	43	41	43	35	27	52	36	23	87	37
From 1 to 3.....	164	18.2	4	10	32	24	.....	16	12	9	12	33	2
Over 3.....	11	1.3	.....	.....	1	5	1	.....	.....	.....	3	1	.....
Blank.....	215	25.5	15	32	8	25	53	3	12	4	31	11	21

BY THE PRINCIPAL

None.....	225	26.6	18	31	19	12	23	12	22	7	18	38	25
From 1 to 3.....	366	43.3	28	39	24	37	55	16	30	24	25	63	25
Over 3.....	201	23.8	13	8	35	30	6	12	17	14	21	28	8
Blank.....	62	6.3	.....	7	4	9	5	6	7	4	5	3	3

From the above table it is seen that considerable time off from teaching is given the superintendent and principal. Presumably a goodly portion of this is taken up with the supervision of classroom instruction. Practically three-fourths of the superintendents and over two-thirds of the principals teach less than three classes per day.

Table 21 shows just how classroom supervision is done in these accredited secondary schools.

TABLE 21.—Time spent in supervision

## BY PRINCIPALS

Days	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Under 30 minutes	69	9.1	4	4	7	7	4	4	3	2	11	22	5
About 60 minutes	244	28.9	19	17	30	41	8	16	27	15	24	36	11
About 90 minutes	189	22.5	17	19	16	24	15	14	19	16	13	23	13
About 120 minutes	144	17.1	7	24	12	7	34	5	7	4	8	21	15
Over 120 minutes	129	15.3	7	19	11	8	27	2	10	8	5	30	12
Not replying	69	8.1	5	2	6	10	5	5	10	4	8	10	4

## BY ASSISTANT PRINCIPALS

Under 30 minutes	48	18.0	4	6	4	6	4	1	4	2	7	5	5
About 60 minutes	47	17.9	3	8	4	7	4	2	1	1	5	2	10
About 90 minutes	18	6.7	1	3	5	2	1			1	1	2	2
About 120 minutes	5	1.8	2	1	1		1						
Over 120 minutes	9	3.0	1	2					1	1	1	1	3
No time	141	52.6	6	29	6	8	55	3	5	2	5	8	14

## BY HEADS OF DEPARTMENTS

Under 30 minutes	105	12.9	6	15	10	7	4	4	11	7	10	24	19
About 60 minutes	74	8.6	3	10	10	7	5	1	7	4	10	14	3
About 90 minutes	14	1.6	4	2	1	1		2	1			3	
About 120 minutes	17	2.1	1		2	3	1	1	1	1		5	2
Over 120 minutes	11	1.3	2	2			1		2	2		1	1
Not replying	630	73.4	43	55	60	70	78	36	64	35	49	85	46

Over one-third of the principals acknowledge that the matter of supervision occupies less than an hour's time a day. If we add to this group the 8.1 per cent not replying, signifying doubtless that they give no time to it, we have 45.1 per cent, or nearly one-half, giving little or no attention to supervision.

The situation is even worse for the assistant principals. Here 52.6 per cent acknowledge they give no time to it, and 35.9 per cent give one hour or less a day to it. In other words, 88.5 per cent of the assistant principals give no time or less than an hour a day to supervision.

Table 21 shows about the same condition for department heads. If we interpret the 73.4 per cent not replying to mean that they are doing no supervision, which is doubtless the case, we have only 13.7 per cent of them devoting any time to supervision.



In trying to summarize the table on supervision it seems a fair statement to say that considerable free time is given the supervisory officers for classroom supervision, but that in actual practice little is being done.

### PART VI. TEACHERS

The association does not classify all teachers into academic and vocational groups, but infers as much from its standards. Article 4 (b) reads:

The minimum scholastic attainment required of the faculty of any accredited secondary school on the southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the principal, teachers of agriculture and home economics, should hold bachelor's degrees from a college approved by the association.

Under vocational teachers would come all teachers of agriculture, home economics, manual training, commercial subjects, music, and art. The qualifications set for teachers cover all academic teachers and teachers of home economics and agriculture in addition. Presumably it is too early yet to standardize the balance of the vocational or fine arts subjects.

The new teacher in the following tables is the teacher who is teaching for the first time in that association secondary school.

TABLE 22.—Number of teachers

#### ACADEMIC TEACHERS

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	3,306	32.3	83.6	342	281	342	300	285	97	258	164	286	650	301
Women.....	6,717	67.7	84.3	534	720	478	576	519	207	651	381	445	1,001	506
Total.....	9,923	100.0	84.0	776	1,001	820	876	804	404	909	545	731	2,251	806

#### VOCATIONAL TEACHERS

Men.....	632	33.5	16.5	45	61	50	77	26	17	26	35	67	161	67
Women.....	1,252	66.5	15.7	59	112	113	123	119	71	128	61	100	276	90
Total.....	1,684	100.0	16.0	104	173	163	200	145	88	164	96	167	437	147

#### ACADEMIC TEACHERS NEW TO THE PARTICULAR SCHOOL

Men.....	807	33.3	25.1	60	92	85	72	69	30	76	48	82	150	64
Women.....	1,619	66.7	24.1	137	242	121	119	156	75	175	107	99	290	97
Total.....	2,426	100.0	24.4	197	334	206	191	225	105	249	155	181	440	161

#### VOCATIONAL TEACHERS NEW TO THE PARTICULAR SCHOOL

Men.....	150	32.3	23.7	6	25	9	13	14	6	7	9	12	26	11
Women.....	314	67.7	25.0	19	36	20	23	32	23	27	21	22	64	15
Total.....	464	100.0	24.6	25	61	29	36	46	29	34	30	34	90	26

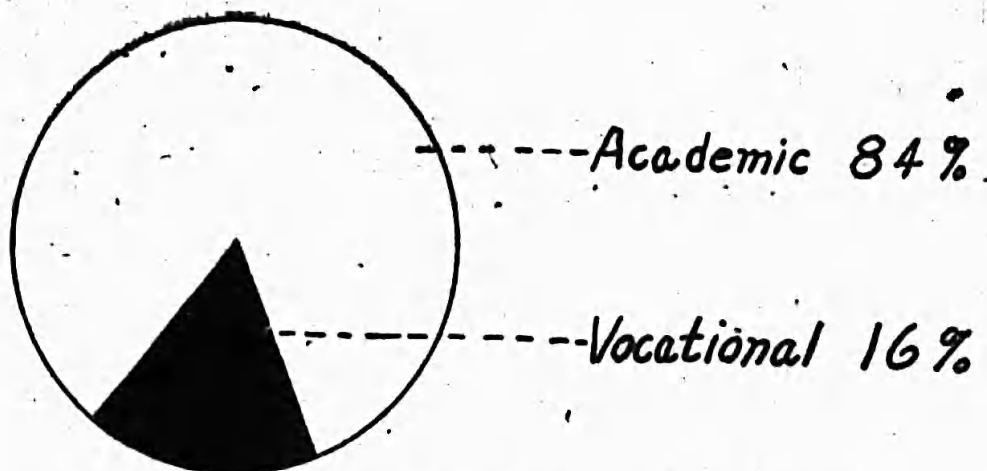


FIG. 9.—Percentage distribution of all teachers in accredited secondary schools

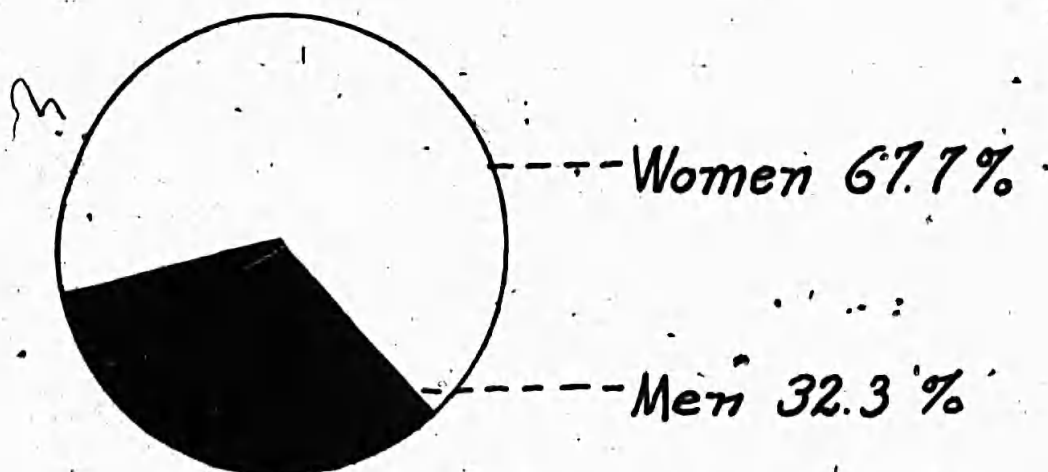


FIG. 10.—Percentage distribution by sexes of all teachers

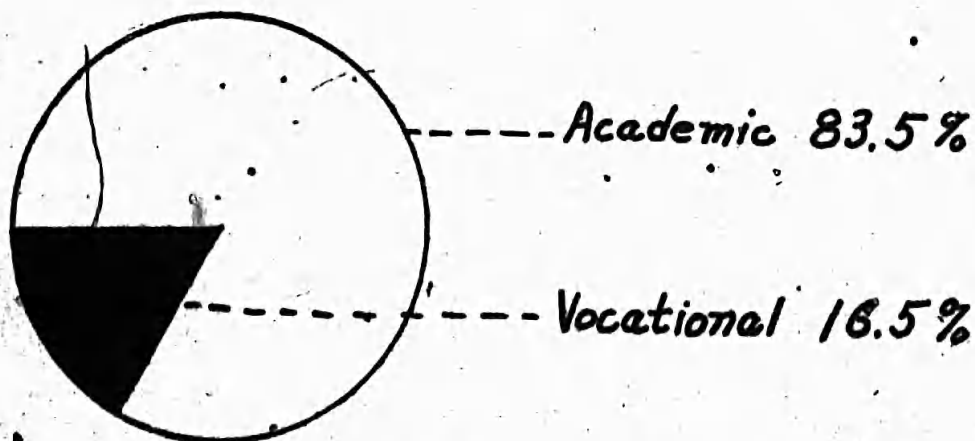


FIG. 11.—Percentage distribution of all men teachers



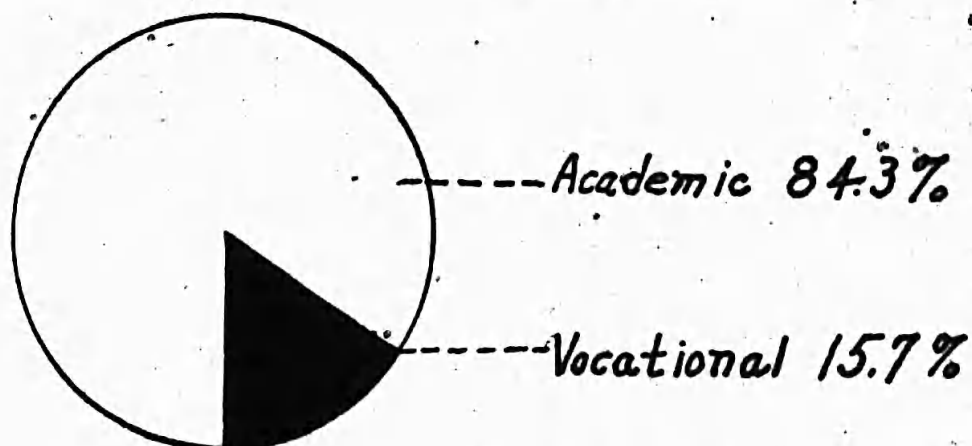


FIG. 12.—Percentage distribution of all women teachers

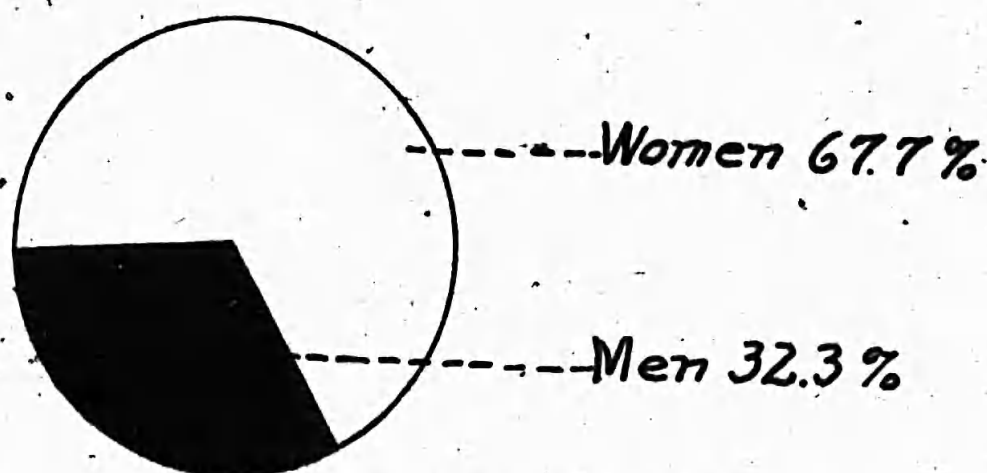


FIG. 13.—Percentage distribution of all academic teachers

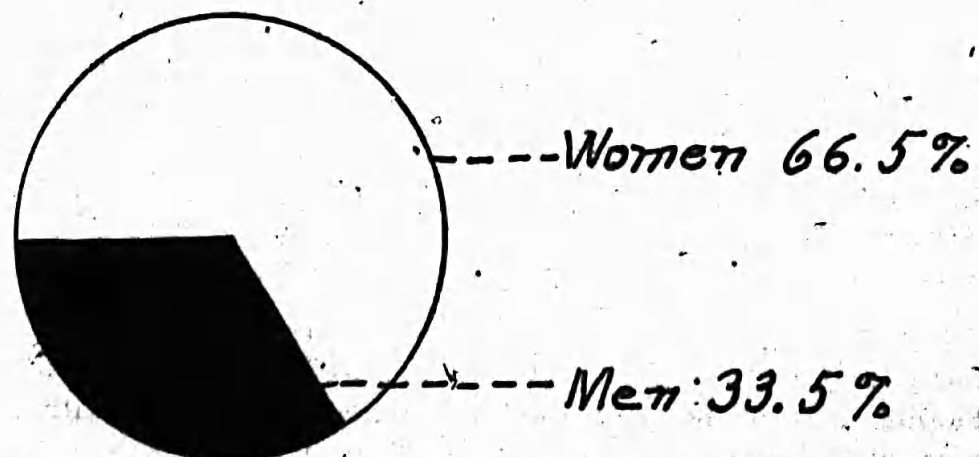


FIG. 14.—Percentage distribution of all vocational teachers

Table 22 gives the number of teachers as thus classified. The grand total for all teachers is 11,807. This is an average of 14 teachers per school.

Of the 11,807 teachers, 9,923 are academic and 1,884 are vocational; that is, 84 per cent are academic and 16 per cent are vocational. Further, the academic teachers are divided by sex, as follows: Men, 3,206, or 32.3 per cent; women, 6,717, or 67.7 per cent. Or stated differently the academic men constitute 83.6 per cent of all the men employed; the academic women constitute 84.3 per cent of all the women teachers employed.

Likewise, among the vocational teachers the men constitute 33.5 per cent of all vocational teachers, but only 16.5 per cent of all men teachers in the schools; while the women constitute 66.5 per cent of all vocational teachers, but only 15.7 per cent of all the women teachers employed in the schools. Stated another way, approximately one-third of all teachers, both academic and vocational, are men and two-thirds are women. Also practically one-sixth of all the men, 16.5 per cent, are vocational teachers, and practically one-sixth, 15.7 per cent, of all the women are vocational teachers; or approximately one-sixth, 16 per cent, of all teachers are vocational teachers.

Table 22 shows that approximately one-fourth of all teachers, both academic and vocational, are new each year. The turnover in each type is about the same. This means that each year one-fourth of the faculty is new, and that every five years there will be an entirely new faculty. It is especially interesting to note that the turnover is about the same for men and women and for academic and vocational teachers.

Taken by States the percentages, respectively, of academic and vocational turnovers are as follows (fractions omitted):

TABLE 23.—Per cent of new teachers each year

State	Per cent of new academic teachers	Per cent of new vocational teachers	State	Per cent of new academic teachers	Per cent of new vocational teachers
Alabama.....	25	24	North Carolina.....	27	27
Florida.....	33	36	South Carolina.....	30	30
Georgia.....	25	18	Tennessee.....	20	20
Kentucky.....	22	18	Texas.....	20	22
Louisiana.....	28	32	Virginia.....	20	18
Mississippi.....	26	33			

Here the range in turnover is from 18 per cent in Georgia, Kentucky, and Virginia to 36 per cent in Florida. Mississippi follows Florida, with 33 per cent; and Louisiana comes third, with a 32 per cent turnover.

The turnover in Florida, Mississippi, Louisiana, and Texas is much heavier among vocational teachers than among academic teachers.



In Georgia, Kentucky, and Virginia just the reverse is true; while it is the same for North Carolina, South Carolina, and Tennessee.

Florida leads all the Southern States in her turnover of both academic and vocational teachers. The turnover of vocational teachers in Florida is just twice that of Georgia, Kentucky, and Virginia. This is due, doubtless, to its being a great tourist State, where the population is more or less unsettled all of the time.

### TRAINING OF ACADEMIC TEACHERS

Article 4 (b) of the standards for secondary schools reads:

The minimum scholastic attainment required of the faculty of any accredited secondary school on the southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the principal, teachers of agriculture and home economics, should hold bachelor's degrees from a college approved by the association. Beginning with the school year 1927-28, all beginning teachers and principals shall have had not less than 12 semester hours' work in education.

Table 24 shows the academic and professional training of the academic teachers.

TABLE 24.—Academic training of academic teachers

#### NUMBER WITH PH. D. DEGREE

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	19	86.3	0.6	1	1	2	4					5	3	3
Women.....	3	13.7	.04	1	1		1							
Total.....	22	100	.2	2	2	2	5					5	3	3

#### NUMBER WITH M. A. (OR M. S.) DEGREE

Men.....	501	45.8	15.6	45	40	50	35	54	8	40	8	60	97	64
Women.....	592	54.2	8.8	22	51	35	60	60	12	43	27	49	174	53
Total.....	1,093	100	11.0	67	91	85	95	114	21	83	35	109	271	117

#### NUMBER WITH A. B. (OR B. S.) DEGREE

Men.....	2,481	31.1	77.4	173	224	265	244	219	87	204	154	206	489	216
Women.....	5,498	68.9	81.9	444	591	386	463	436	273	553	336	341	1,309	357
Total.....	7,979	100	80.4	617	815	651	707	655	360	757	490	547	1,798	573

#### NUMBER WITH TWO OR THREE YEARS OF COLLEGE OR NORMAL-SCHOOL TRAINING ONLY

Men.....	197	24.6	6.1	21	16	25	17	12	2	10	2	15	59	18
Women.....	602	75.4	8.9	66	74	87	52	18	14	50	17	53	114	87
Total.....	799	100	8.1	87	90	112	69	30	16	60	19	68	173	105

#### NUMBER WITH NO COLLEGE OR NORMAL-SCHOOL TRAINING WHATEVER

Men.....	8	26.7	0.3	2						4			2	
Women.....	23	73.3	.3	1	5			5	1	2	1	2	4	
Total.....	31	100	.3	3	5			10	1	6	1	4	6	

TABLE 25.—*Professional training of academic teachers*  
NUMBER WITH 16 OR MORE SEMESTER HOURS IN EDUCATION

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	2,040	30.0	63.6	194	103	189	230	178	70	182	71	180	461	92
Women.....	4,792	70.0	71.3	426	539	334	430	355	225	519	228	301	1,159	276
Total.....	6,832	100	68.9	620	732	523	660	533	295	701	299	481	1,620	368

NUMBER WITH FROM 12 TO 15 SEMESTER HOURS IN EDUCATION

Men.....	369	31.8	11.5	20	39	49	28	24	10	26	17	27	81	48
Women.....	791	68.2	11.7	50	113	66	68	70	26	49	71	33	191	45
Total.....	1,160	100	11.7	70	152	115	96	103	36	75	88	60	272	93

NUMBER WITH SOME EDUCATION BUT LESS THAN 12 SEMESTER HOURS

Men.....	359	36.2	11.2	14	27	63	26	37	10	14	25	38	51	54
Women.....	633	63.8	9.4	52	62	65	32	59	30	29	47	47	158	71
Total.....	992	100	10.0	66	79	118	59	96	40	43	72	85	209	125

NUMBER WITH NO HOURS IN EDUCATION

Men.....	204	67.5	6.3	3	18	30	12	11	4	2	29	21	16	58
Women.....	98	32.5	1.5	3	8	3	14	13	8	3	5	13	16	13
Total.....	302	100	3.1	6	26	33	26	24	12	5	34	34	32	71

Table 24 shows that 22 academic teachers, 0.2 per cent, hold the Ph. D. degree; that 11 per cent hold a master's degree; and that 80.4

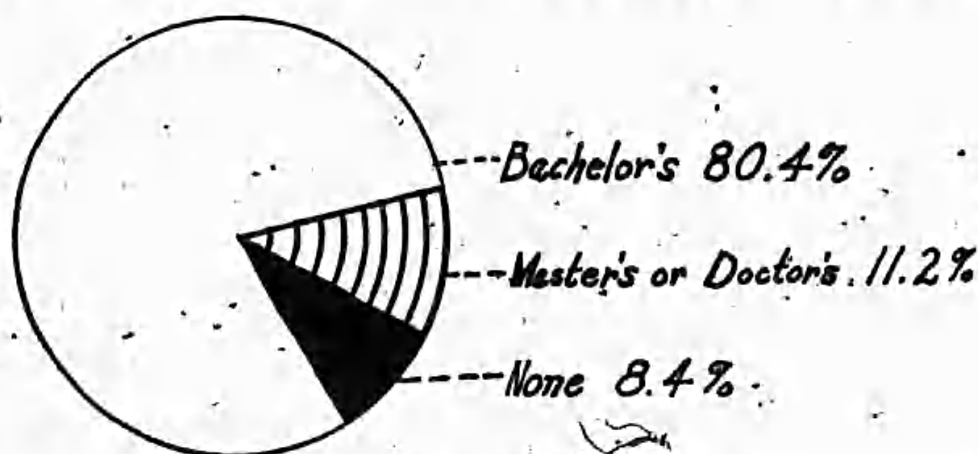


FIG. 15.—Percentage in degree training of academic teachers

per cent hold a bachelor's degree. This means that 91.6 per cent hold the bachelor's degree or better. In the North Central Association 94.3 per cent hold a bachelor's degree or better. It requires 100 per cent of all teachers to hold bachelor's degrees; the Southern Association requires 75 per cent.

It is interesting to note that 8.1 per cent of the 8.4 per cent of the teachers who do not hold a bachelor's degree have had two or three



years of college training above high school. Only 0.3 per cent have had no college training. It is encouraging to see that 11 per cent of the teachers hold the master's degree.

Table 25 gives the professional training of the academic teachers. As cited above, the association in the fall of 1927 is requiring 12 semester hours of education of all beginning teachers and principals. Previous to this there has been no standard on this point. For years the North Central Association required 11 semester hours, and two years ago raised it to 15 semester hours.

Table 25 shows that 80.6 per cent of all the academic teachers in the schools now have 12 or more semester hours of education; and another 10 per cent have had some work in education, but less than 12 semester hours. Since practically nine-tenths of all the academic teachers in service meet the new requirement, it should not work a hardship on anyone, especially since it is not retroactive.

A careful comparison of the academic and professional training of the academic teachers of the Southern Association with those of the North Central Association shows that they are about on a par with each other.

### GROWTH IN SERVICE

Table 26 shows the extent to which the academic teachers are keeping abreast of times in their training by studying in summers or taking time off from teaching to go back to college.

TABLE 26.—Number of different academic teachers in present staff who have attended college or university

State	On leave of absence in term time since 1921			In summer session, 1926			In summer sessions between 1921 and 1926		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Alabama.....	11	15	26	106	166	272	154	300	514
Florida.....	11	36	47	64	180	244	189	496	685
Georgia.....	8	9	17	108	162	270	192	330	512
Kentucky.....	6	19	25	101	263	364	145	422	567
Louisiana.....	4	12	16	80	153	233	160	301	461
Mississippi.....	1	7	8	36	99	135	56	225	281
North Carolina.....	4	5	12	75	89	164	124	414	538
South Carolina.....		1	1	37	105	142	70	226	296
Tennessee.....	10	13	23	85	131	216	160	250	410
Texas.....	16	72	88	255	557	812	413	1,074	1,487
Virginia.....	7	31	38	59	118	177	122	268	390
Total.....	78	223	301	1,006	2,023	3,029	1,776	4,356	6,131
Per cent by sex.....	25.9	74.1	100	33.2	66.8	100	28.9	71.1	100
Per cent of all.....	2.4	3.3	5.0	31.4	30.1	30.6	55.3	64.8	61.7

It is encouraging to note that practically one-third of all academic teachers were in the summer school of 1926, and that practically two-thirds have attended a summer session within the last five years. This is a strong indication of alertness and professional spirit among the teachers.



## TRAINING OF VOCATIONAL TEACHERS

As stated previously, there are no educational requirements made of vocational teachers other than requiring 75 per cent of all teachers of agriculture and home economics to hold degrees from standard colleges.

Tables 27 and 28 show the academic and professional training of the vocational teachers.

TABLE 27.—*Academic training of vocational teachers*

## NUMBER WITH M. A. OR M. S. DEGREE

	Total	Per cent by sex	Per cent of all	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Loui-siana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nessee	Texas	Vir-ginia
Men.....	24	48.0	4.1	3	3	1	5	2	.....	.....	1	4	4	4
Women.....	26	52.0	2.0	2	2	3	2	2	.....	4	2	4	4	1
Total.....	50	100	2.6	5	5	4	7	4	.....	4	3	8	8	5

## NUMBER WITH A. B. OR B. S. DEGREE

Men.....	350	30.9	55.5	20	41	30	28	18	15	19	30	41	79	29
Women.....	784	69.1	62.6	40	79	51	63	76	50	74	41	50	223	37
Total.....	1,134	100	60.0	60	120	81	91	94	65	93	71	91	302	66

## NUMBER WITH TWO OR THREE YEARS' COLLEGE OR NORMAL-SCHOOL TRAINING ONLY

Men.....	215	35.4	34.1	15	17	16	39	5	2	11	3	21	70	26
Women.....	391	64.6	31.2	19	28	55	37	36	21	46	14	42	47	45
Total.....	606	100	32.1	34	45	71	66	41	23	57	17	63	117	71

## NUMBER WITH NO COLLEGE OR NORMAL-SCHOOL TRAINING WHATEVER

Men.....	40	42.5	6.3	4	.....	3	15	1	.....	6	1	1	8	1
Women.....	54	57.5	4.3	1	3	4	21	5	.....	4	4	4	2	6
Total.....	94	100	5.0	5	3	7	36	6	.....	10	5	5	10	7

TABLE 28.—*Professional training of vocational teachers*

## NUMBER WITH 16 OR MORE SEMESTER HOURS IN EDUCATION

	Total	Per cent by sex	Per cent of all	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Loui-siana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nessee	Texas	Vir-ginia
Men.....	342	31.4	54.1	20	33	20	36	15	8	22	17	46	98	29
Women.....	748	68.6	59.7	24	78	58	52	68	40	77	31	69	200	61
Total.....	1,090	100	57.8	54	116	78	88	83	48	99	48	115	298	90

## NUMBER WITH FROM 12 TO 15 SEMESTER HOURS IN EDUCATION

Men.....	71	33.6	11.2	2	9	8	6	3	1	1	6	6	23	4
Women.....	140	66.4	11.2	4	7	11	7	23	9	11	13	9	32	14
Total.....	211	100	11.2	6	16	19	13	26	10	12	19	15	55	18



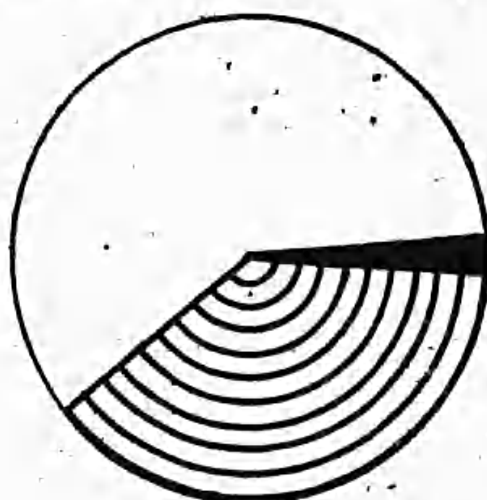
TABLE 28.—Professional training of vocational teachers—Continued.  
NUMBER WITH SOME EDUCATION BUT LESS THAN 12 SEMESTER HOURS

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	81	33.6	12.8	5	6	4	11	5	4	5	6	4	20	11
Women.....	160	66.4	12.7	7	11	21	20	22	10	15	8	15	19	12
Total.....	241	100	12.7	12	17	25	31	27	14	20	14	19	39	23

NUMBER WITH NO HOURS IN EDUCATION

Men.....	75	54.3	11.8	9	4	4	23	2	2	2	5	5	14	5
Women.....	63	45.7	8.0	5	7	9	17	1	4	1	5	3	10	1
Total.....	138	100	7.3	14	11	13	40	3	6	3	10	8	24	6

None of the vocational teachers holds a Ph. D. degree; 2.6 per cent hold the master's degree; and only 60 per cent hold a bachelor's degree.



Bachelor's 60%

Master's 2.6%

None 37.1%

FIG. 16.—Percentage in degree training of vocational teachers

That is, 62.6 per cent of all vocational teachers hold the bachelor's degree or more, while 91.6 per cent of the academic teachers hold the bachelor's degree or better. However, practically one-third, 32.1 per cent, of the vocational teachers have had two or three years of training and 5 per cent have had none at all.

Between four and five times as many academic teachers as vocational hold the master's degree; while fifteen times as many vocational teachers as academic have had no normal training.

As a group the academic teachers are much better trained.

Table 28 shows that 57.8 per cent of the vocational teachers have had 16 or more semester hours in education and that another, 11.2 per cent have had from 12 to 15 semester hours. That is, 69 per cent of all vocational teachers meet the requirement of new teachers to have 12 semester hours in education; 80.6 per cent of the academic

teachers meet this requirement. Again; we can say that professionally the academic teachers are better trained.

Table 29 shows the apprenticeship experience of the vocational teachers, and Table 30 shows the effort being put forth by the vocational teachers to get training in service.

TABLE 29.—Number of vocational teachers experienced as apprentices, workmen, or foremen

FOR FIVE OR MORE YEARS BEFORE TEACHING

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	69	89.6	10.9	12	1	4	19	1	2	1	5	2	16	6
Women.....	8	10.4	6.4	1	1	1	1	1	1	1	1	1	3	1
Total.....	77	100	4.1	12	2	4	20	1	3	2	6	3	19	6

FOR ONE TO FIVE YEARS BEFORE TEACHING

Men.....	79	57.2	12.5	3	12	11	16	1	2	2	1	9	24	3
Women.....	61	42.8	4.9	2	9	9	6	6	3	3	1	3	18	1
Total.....	140	100	7.4	5	21	20	21	6	3	5	1	12	42	4

FOR NO TIME BEFORE TEACHING

Men.....	164	31.8	26.0	9	22	5	13	9	1	8	3	19	61	14
Women.....	351	68.2	28.0	10	50	13	21	23	8	27	13	33	130	23
Total.....	515	100	27.3	19	72	18	34	32	9	35	16	52	191	37

<sup>1</sup> Not reporting, 422.

TABLE 30.—Number of vocational teachers who have attended college, university, or technical school

ON LEAVE OF ABSENCE IN TERM TIME SINCE 1921

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	19	34.5	3.0	1	1	1	3	1	1	1	2	4	8	1
Women.....	36	65.5	2.9	3	4	4	4	1	2	1	3	1	8	5
Total.....	55	100	3.0	4	4	4	7	1	2	1	5	5	16	6

IN SUMMER SESSION THIS LAST SUMMER (1926)

Men.....	168	33.7	26.6	11	11	11	18	6	3	8	7	16	64	13
Women.....	330	66.3	26.5	18	20	31	34	47	21	21	9	26	82	21
Total.....	498	100	26.5	29	31	42	52	53	24	29	16	42	146	34

IN SUMMER SESSION BETWEEN 1921 AND 1925

Men.....	297	32.2	47.0	20	33	17	20	13	7	19	18	30	86	34
Women.....	625	67.8	50.0	33	64	61	45	60	32	42	22	51	171	42
Total.....	922	100	48.0	53	97	78	65	73	39	73	40	81	257	76

Only 38.9 per cent of all the vocational teachers are included in Table 29. It shows, for those included, that 4.1 per cent have had



five or more years of experience and another 7.4 per cent have had from one to five years of practical experience before entering teaching. Table 38 shows that in the last five years 3 per cent of the vocational teachers have taken time off from work to go to college for further training; that over one-fourth, 26.5 per cent, were in summer school last summer; and that practically one-half, 48 per cent, of all of them have attended summer school sometime during the last five summers. On the whole this phase of the problem is very encouraging. But when compared with the academic teachers it is not so good. Practically one-third, 30.5 per cent of them were in summer school last year, and practically two-thirds, 61.7 per cent, have attended summer sessions within the last five years.

As a group, then, the academic teachers are better trained and are making a better effort to get more training in service.

### TEACHING EXPERIENCE

The association has no standard on this point. Tables 31 and 32 show the teaching experience of the two groups of teachers.

TABLE 31.—Teaching experience of academic teachers previous to September, 1926.  
NUMBER WITH NO EXPERIENCE

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	278	42.2	8.7	28	25	17	18	19	17	44	29	19	38	24
Women.....	351	57.8	8.7	49	37	27	20	41	18	43	34	29	56	27
Total.....	629	100	8.6	77	62	44	38	60	35	87	63	48	94	51

### NUMBER WITH ONE YEAR'S EXPERIENCE

Men.....	281	35.6	8.1	16	30	21	30	22	9	36	17	25	27	27
Women.....	472	64.4	7.0	41	52	42	50	47	21	53	27	16	67	37
Total.....	753	100	7.4	57	112	63	80	70	30	89	44	41	94	64

### NUMBER WITH FROM ONE TO THREE YEARS' EXPERIENCE

Men.....	455	35.6	14.2	31	51	46	31	46	15	48	30	38	87	32
Women.....	821	64.4	12.2	35	123	81	66	61	25	99	45	36	179	61
Total.....	1,276	100	12.8	66	174	127	97	107	50	147	75	74	266	93

### NUMBER WITH THREE TO FIVE YEARS' EXPERIENCE

Men.....	334	19.1	10.4	40	42	58	64	33	15	41	29	42	125	45
Women.....	1,216	80.9	18.1	84	131	84	112	82	69	117	66	72	320	79
Total.....	1,550	100	17.6	124	173	142	176	115	84	158	95	114	445	124

### NUMBER WITH MORE THAN FIVE YEARS' EXPERIENCE

Men.....	1,678	30.5	52.3	127	133	200	157	164	41	89	59	103	373	173
Women.....	3,827	69.5	56.9	325	347	244	330	298	164	339	209	292	979	301
Total.....	5,505	100	55.5	452	480	444	486	462	205	428	268	454	1,352	474

TABLE 32.—Teaching experience of vocational teachers previous to September, 1929

## NUMBER WITH NO EXPERIENCE

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	47	40.1	7.4	3	7	5	3	7	1	3	2	4	10	3
Women.....	70	49.9	5.6	8	5	3	7	11	3	11	6	2	8	6
Total.....	117	100	6.1	11	12	8	10	18	4	14	8	6	18	9

## NUMBER WITH ONE YEAR'S EXPERIENCE

Men.....	51	35.9	8.1	5	5	3	5	2	2	4	7	6	11	3
Women.....	94	64.8	7.5	3	9	16	8	4	3	10	4	4	18	13
Total.....	145	100	7.6	8	14	19	13	6	5	14	11	10	29	17

## NUMBER WITH FROM ONE TO THREE YEARS' EXPERIENCE

Men.....	102	29.1	16.1	8	10	5	12	4	1	6	6	10	27	13
Women.....	249	70.9	20.0	14	26	19	28	23	10	27	14	19	53	14
Total.....	351	100	18.6	22	36	24	40	27	11	33	20	29	82	27

## NUMBER WITH FROM THREE TO FIVE YEARS' EXPERIENCE

Men.....	106	27.4	16.7	5	10	5	11	3	6	11	9	13	25	8
Women.....	281	72.6	22.4	13	29	29	27	23	17	37	10	19	62	16
Total.....	387	100	20.6	18	39	34	38	26	23	48	19	32	87	24

## NUMBER WITH MORE THAN FIVE YEARS' EXPERIENCE

Men.....	326	36.8	51.5	24	29	33	46	10	7	12	11	34	88	33
Women.....	558	63.2	44.6	21	43	46	53	58	38	43	27	56	123	40
Total.....	884	100	46.9	45	72	79	99	68	45	55	38	90	211	73

Only 6.6 per cent of the academic and 6.1 per cent of the vocational teachers are new to the profession, while 55.5 per cent of the academic and 46.9 per cent of the vocational teachers have had more than five years' experience.

From these figures it is clear that the Southern Association secondary school is not a training ground for beginning teachers. Evidently the smaller schools are employing the young recruits out of college and losing them to the larger schools after they have given them some experience.

## THE TEACHING LOAD

*Academic teachers.*—The association recommends that no teacher teach more than five classes per day and positively forbids excess of six periods.

A second way of defining the teaching load is that no teacher shall handle in excess of 150 pupils per day.



A third way of defining the teaching load is to set 30 as the maximum class enrollment.

And, finally, in order to cover the matter of study hall duty, library duty, etc., the association in a fourth way defines the teaching load

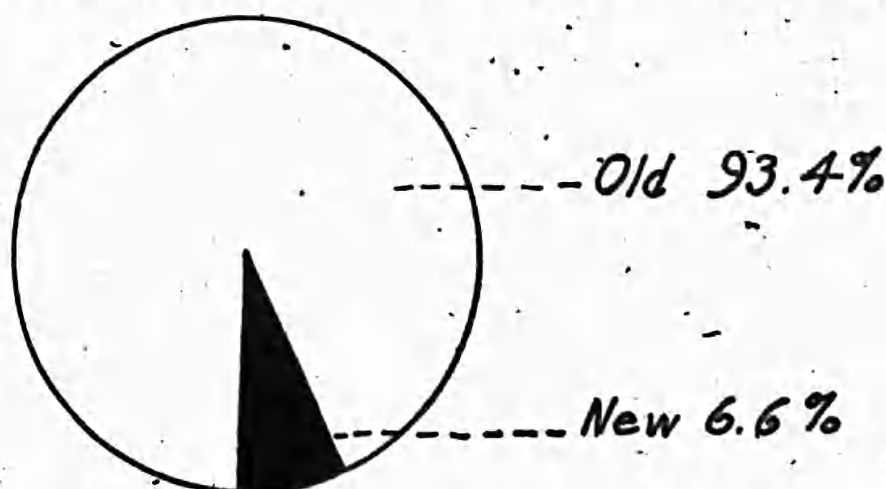


FIG. 17.—Percentage of academic teachers new to the profession

by saying no teacher shall be on duty in excess of 35 periods per week, regardless of the type of work.

To show the status of secondary schools on these four points Tables 33 and 34 are presented.

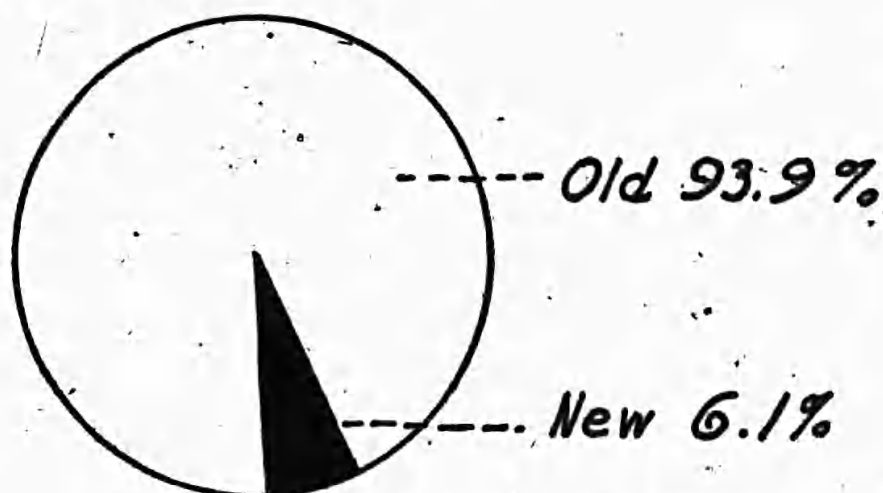


FIG. 18.—Percentage of vocational teachers new to the profession

TABLE 33.—Number of classes taught daily by academic teachers

NUMBER TEACHING DAILY FEWER THAN FIVE CLASSES

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	1,425	45.9	44.4	99	146	139	123	132	50	132	66	129	311	96
Women.....	1,677	54.1	24.9	66	304	79	163	122	76	254	98	110	385	129
Total.....	3,102	100	81.3	165	350	218	286	254	126	386	164	239	696	215

## SECONDARY SCHOOLS OF SOUTHERN ASSOCIATION

TABLE 33.—Number of classes taught daily by academic teachers—Continued  
FIVE CLASSES

	Total	Per cent by sex	Per cent of all	Ala-bama	Flori-da	Geor-gia	Ken-tucky	Loui-siana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nessee	Texas	Vir-ginia
Men.....	1,326	34.6	41.3	91	128	122	108	117	40	115	92	98	250	108
Women.....	4,064	75.4	60.3	317	465	299	282	354	134	365	275	162	1,036	685
Total.....	5,390	100	54.2	408	613	421	385	471	174	480	357	255	1,286	793

## SIX CLASSES

Men.....	428	30.3	13.4	52	7	74	71	33	7	9	5	62	80	38
Women.....	956	69.7	14.2	150	31	90	129	43	97	23	10	173	180	30
Total.....	1,384	100	13.9	202	38	164	200	76	104	32	15	235	260	68

## MORE THAN SIX CLASSES

Men.....	27	47.4	0.9	.....	.....	7	3	.....	.....	2	.....	.....	.....	9
Women.....	30	52.6	.6	1	.....	10	2	3	.....	9	1	2	.....	.....
Total.....	57	100	.7	1	.....	17	5	3	.....	11	9	2	.....	9

## TEACHING DAILY FEWER THAN 150 PUPILS

Men.....	2,949	32.9	91.9	309	259	309	276	275	94	233	156	266	584	288
Women.....	8,012	67.1	69.5	433	659	379	546	685	288	583	374	390	1,421	614
Total.....	10,961	100	90.3	642	918	688	822	760	382	816	530	656	2,005	742

## ACADEMIC TEACHERS OCCUPIED MORE THAN 35 SCHOOL PERIODS PER WEEK

Men.....	35	.....	1.1	2	3	1	4	2	7	5	1	4	7	.....
Women.....	80	.....	1.2	10	7	2	15	8	8	11	6	4	9	.....
Total.....	115	.....	1.1	12	10	3	19	10	15	16	7	8	16	.....

TABLE 34.—Academic class enrollments

## NUMBER OF CLASSES ENROLLING UNDER FIVE PUPILS

	Total	Per cent by sex	Per cent of all	Ala-bama	Flori-da	Geor-gia	Ken-tucky	Loui-siana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nessee	Texas	Vir-ginia
Men.....	260	40.0	1.9	15	49	25	20	9	15	23	11	27	15	51
Women.....	397	60.0	1.4	30	46	46	52	43	19	27	10	33	45	46
Total.....	657	100	1.5	45	95	71	72	52	34	50	21	60	60	97

## FROM 6 TO 10 PUPILS

Men.....	1,151	39.5	8.3	72	153	91	103	65	83	101	43	123	133	184
Women.....	1,762	60.5	6.4	111	309	146	191	181	137	166	62	129	262	189
Total.....	2,913	100	7.1	183	462	237	294	246	220	266	95	252	395	373

## FROM 11 TO 15 PUPILS

Men.....	2,028	40.2	14.8	125	197	181	200	126	136	163	100	221	278	311
Women.....	3,009	59.8	10.9	202	309	192	310	261	208	206	139	283	574	329
Total.....	5,037	100	12.2	327	506	373	510	387	344	369	239	504	852	640



TABLE 34.—Academic class enrollments—Continued

## FROM 16 TO 20 PUPILS

	Total	Per cent by sex	Per cent of all	Ala-bam	Flor-ida	Geor-gia	Ken-tucky	Loui-siana	Mis-sis-sippi	North Caro-lina	South Caro-lina	Ten-nes-see	Texas	Vir-ginia
Men.....	2,638	35.4	19.4	175	370	288	296	225	96	171	184	347	423	353
Women.....	4,618	64.6	17.5	331	474	300	476	431	339	303	304	470	1,020	340
Total.....	7,456	100	18.1	506	724	578	772	656	435	564	488	757	1,443	693

## FROM 21 TO 25 PUPILS

Men.....	2,927	30.1	21.5	221	294	355	337	354	67	184	139	300	504	184
Women.....	6,779	69.9	24.6	739	442	588	621	534	309	562	346	535	1,031	430
Total.....	9,706	100	23.6	960	736	943	958	888	376	746	485	799	1,535	614

## FROM 26 TO 30 PUPILS

Men.....	3,317	29.6	24.3	301	371	396	414	318	24	190	133	216	606	137
Women.....	7,870	70.4	28.6	731	542	686	660	661	227	779	361	578	1,542	413
Total.....	11,187	100	27.2	1,032	913	884	964	979	251	978	494	794	2,148	550

## FROM 31 TO 35 PUPILS

Men.....	922	30.1	6.8	93	55	193	67	31	4	143	39	35	210	82
Women.....	2,141	69.9	7.7	177	79	265	92	104	12	477	135	41	537	220
Total.....	3,063	100	7.4	270	134	458	159	135	16	620	174	76	747	272

## FROM 36 TO 40 PUPILS

Men.....	227	30.0	1.6	20	10	50	21	15	.....	46	18	9	26	12
Women.....	527	70.0	1.9	37	23	80	12	21	.....	174	37	13	60	70
Total.....	754	100	1.8	57	33	130	33	36	.....	220	55	22	86	82

## OVER 40 PUPILS

Men.....	110	35.8	0.8	11	4	22	11	9	.....	31	1	3	14	4
Women.....	201	64.7	.7	24	4	16	6	10	.....	63	13	12	46	7
Total.....	311	100	.7	35	8	38	17	19	.....	94	14	15	60	11

Table 33 shows, that 31.2 per cent of academic teachers teach less than 5 classes daily; that 54.2 per cent teach 5 classes; and 13.9

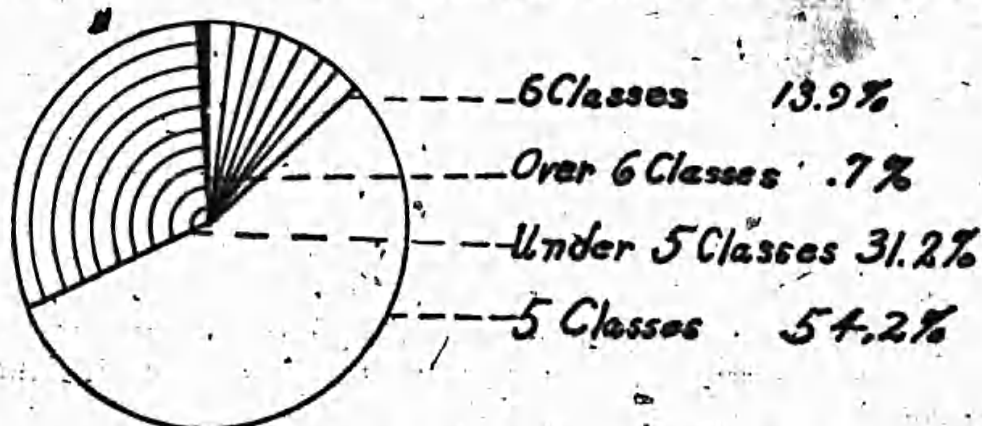


FIG. 19.—Percentage of number of classes taught daily by academic teachers

per cent teach 6 classes. Only seven-tenths of 1 per cent carry more than the maximum number of classes daily. Approximately 85 per cent of all the teachers carry the recommended maximum load or less.

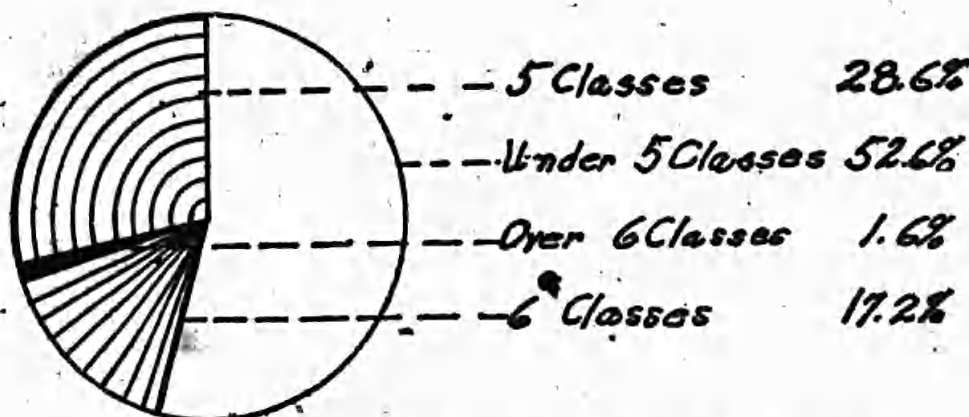


FIG. 20.—Percentage of number of classes taught daily by vocational teachers

Table 33 shows also that 90.3 per cent of all academic teachers teach fewer than 150 pupils daily, and that only 1.1 per cent of all academic teachers are on duty more than 35 periods per week.

Table 34 shows that 20.8 per cent of all academic classes enroll under 15 pupils; 18.1 per cent between 16 and 20; 50.8 per cent between 21 and 30; 7.4 per cent between 31 and 35; and only 2.5 per cent over 35. That is, 9.9 per cent of all academic classes enroll

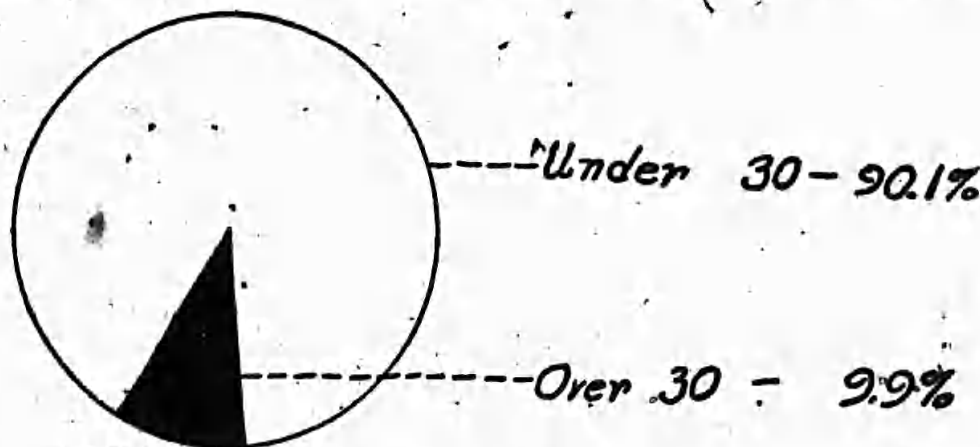


FIG. 21.—Percentage in size of academic classes

over 30 pupils, the maximum. Stated another way approximately one-fifth of the classes enroll under 15; approximately one-sixth enroll between 16 and 20; little over one-half enroll between 21 and 30; and about one-tenth enroll over 30.

The two noticeable violations, then, of standards in teaching load are in size of classes and in number of teachers teaching six classes per day.



Perhaps there is not a more unsettled question in secondary education to-day than the matter of the size of classes. Practically no scientific data are available on the point. At the time this is being written the North Central Association and the National Association of Secondary School Principals are carrying on investigations and researches to find a scientific answer to the problem. In the meantime the North Central Association makes no absolute prescription respecting the size of classes. A comparison of the conditions in the two associations on teacher load shows a striking similarity.

*Vocational teachers.*—To show the teaching load for vocational teachers Table 35 is presented. It approaches the problem from the same four angles as the academic teachers.

TABLE 35.—Number of classes taught daily by vocational teachers

## FEWER THAN FIVE CLASSES

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	354	35.7	56.0	16	39	34	39	8	10	15	19	48	101	25
Women.....	937	64.3	50.9	24	59	44	59	41	40	71	33	63	156	47
Total.....	991	100	52.6	40	98	78	98	49	50	86	52	111	257	72

## FIVE CLASSES

Men.....	162	30.0	25.6	10	19	9	13	14	5	16	12	10	24	20
Women.....	377	70.0	30.0	18	41	31	28	62	15	46	23	9	74	30
Total.....	539	100	28.6	28	60	40	41	76	20	62	35	19	108	50

## SIX CLASSES

Men.....	107	33.0	16.9	17	1	6	23	3	2	5	4	9	25	12
Women.....	217	67.0	17.3	17	9	32	34	16	16	11	5	28	38	11
Total.....	324	100	17.2	34	10	38	57	19	18	16	9	37	63	23

## MORE THAN SIX CLASSES

Men.....	9	30.0	1.5	2	2	1	2	1					1	
Women.....	21	70.0	1.8		3	6	2						8	2
Total.....	30	100	1.6	2	5	7	4	1					9	2

## VOCATIONAL TEACHERS TEACHING DAILY FEWER THAN 150 PUPILS

Men.....	588	32.7	93.1	43	59	47	61	25	17	35	24	64	180	53
Women.....	1,155	66.3	92.2	57	105	96	117	112	66	123	60	89	247	82
Total.....	1,743	100	92.5	100	165	143	178	137	83	158	84	153	397	135

## VOCATIONAL TEACHERS OCCUPIED MORE THAN 36 SCHOOL PERIODS PER WEEK

Men.....	8	1.2					2						6	
Women.....	19	1.5		2	1		3			2	2		8	
Total.....	27	1.4		2	1		5			2	2		14	

## SECONDARY SCHOOLS OF SOUTHERN ASSOCIATION

TABLE 36.—Vocational class enrollment  
NUMBER OF CLASSES ENROLLING UNDER 5 PUPILS

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	80	37.4	3.4	6	7	7	10	4	4	12	-----	6	9	11
Women.....	134	62.6	3.1	7	12	13	14	26	7	19	2	11	16	11
Total.....	214	100	3.3	13	19	20	24	30	11	31	2	17	24	22

## FROM 5 TO 10 PUPILS

Men.....	344	35.5	16.8	31	60	9	48	13	12	19	33	33	80	19
Women.....	623	64.5	14.2	31	58	38	61	92	45	63	37	31	131	41
Total.....	967	100	15	62	108	47	109	105	57	82	70	64	211	60

## FROM 11 TO 15 PUPILS

Men.....	455	34.5	22.2	37	42	15	51	15	18	36	34	46	137	24
Women.....	862	65.5	13.4	48	81	67	68	90	59	93	48	59	206	43
Total.....	1,317	100	20.4	85	123	82	119	105	77	129	82	105	343	67

## FROM 16 TO 20 PUPILS

Men.....	474	33.0	23.1	49	29	37	54	20	10	31	36	42	141	25
Women.....	1,056	67.0	24.1	64	100	106	94	79	45	104	65	93	279	57
Total.....	1,530	100	23.9	83	129	143	148	99	55	135	101	135	420	82

## FROM 21 TO 25 PUPILS

Men.....	342	30.0	16.6	24	22	36	53	19	4	10	7	31	111	23
Women.....	821	70.0	18.7	37	47	82	92	87	26	64	37	83	233	53
Total.....	1,163	100	18.1	61	69	118	145	106	30	74	44	114	344	76

## FROM 26 TO 30 PUPILS

Men.....	220	30.0	10.7	2	16	13	49	11	1	8	9	14	83	14
Women.....	533	70.0	12.1	19	27	60	59	53	18	36	19	41	175	27
Total.....	753	100	11.7	21	43	73	108	64	19	43	28	55	258	41

## FROM 31 TO 35 PUPILS

Men.....	61	23.0	3.0	1	2	4	5	2	-----	3	2	6	22	14
Women.....	205	77.0	4.6	2	6	39	26	29	1	11	3	19	57	12
Total.....	266	100	4.1	3	8	43	31	31	1	14	5	25	79	26

## FROM 36 TO 40 PUPILS

Men.....	23	28.0	1.1	-----	1	4	2	9	-----	1	-----	4	8	1
Women.....	59	72.0	1.3	-----	1	11	4	10	-----	-----	2	6	20	1
Total.....	82	100	1.2	-----	2	15	6	12	-----	1	2	10	28	2

## OVER 40 PUPILS

Men.....	51	35.6	2.4	8	-----	4	3	2	-----	1	1	5	20	7
Women.....	92	64.4	2.1	-----	-----	5	9	-----	-----	3	2	16	49	8
Total.....	143	100	2.3	8	-----	9	12	2	-----	4	3	21	69	15



Table 35 shows that 52.6 per cent of all vocational teachers teach fewer than 5 periods; 28.6 per cent teach 5 periods; 17.2 per cent teach 6; and 1.6 per cent teach over 6. That is, 81.2 per cent teach the recommended load or less, while 18.8 per cent teach more than the recommended number of periods per day.

Table 35 shows also that 92.5 per cent of all vocational teachers handle fewer than 150 pupils per day, and that only 1.4 per cent of all vocational teachers are on duty over 35 periods per week.

Table 36 shows that 38.7 per cent of all vocational classes enroll 15 pupils or fewer; that 23.9 per cent enroll between 16 and 20 pupils; that 18.1 per cent enroll between 21 and 25 pupils; that 11.7 per cent enroll between 26 and 30 pupils; that 4.1 per cent enroll between 31 and 35; and 3.5 per cent enroll over 35. Stated another way, over one-third, 38.7 per cent, enroll 15 or under; over one-half, 53.7

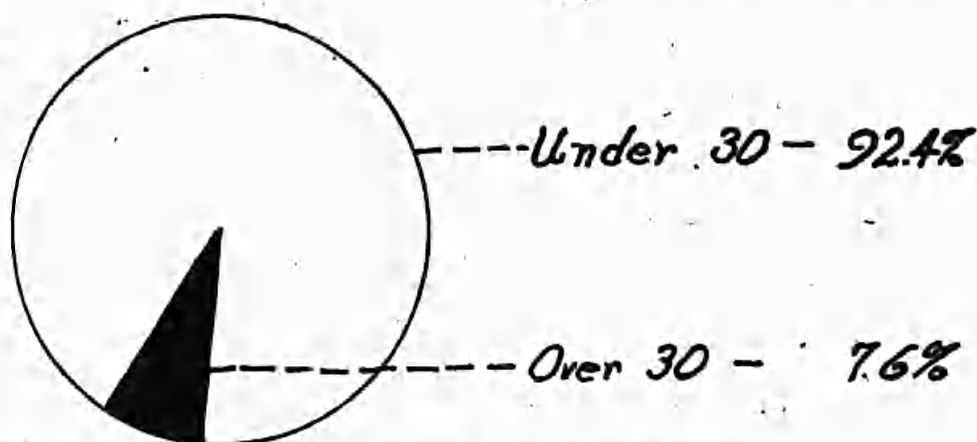


FIG. 22.—Percentage in size of vocational classes

per cent, enroll between 16 and 30 pupils; and 7.6 per cent enroll over 30. A comparison of the sizes of academic and vocational classes shows that the academic classes are a bit larger as a rule.

The noticeable violations of standards by vocational teachers are that 18.8 per cent teach over 5 periods per day; 7.5 per cent teach more than 150 pupils per day; and that 7.6 per cent of all classes enroll over 30 pupils.

A final check on the teaching load is the time the faculty gives to supervising or sponsoring the various forms of extracurricular activities of the school. In schools with highly developed student programs much of the faculty's time may be consumed in this way. This usually takes on the form of study-hall duty, home-room control, club sponsoring, advising with student council, sponsoring assembly programs, directing student publications, chaperoning parties, coaching debating teams and dramatic clubs, etc. Table 37 shows the situation in the accredited secondary school of the Southern Association.

TABLE 37.—Time of teachers devoted to extra-curricular activities weekly, omitting physical directors

## ONE HOUR PER WEEK

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	600	23.9	15.6	43	119	48	55	35	17	62	30	38	120	23
Women.....	1,008	76.1	23.9	143	378	94	196	159	82	225	83	99	373	77
Total.....	2,508	100	21.2	186	497	142	251	194	99	287	113	137	493	100

## TWO HOURS PER WEEK

Men.....	294	26.7	7.6	20	41	28	23	23	5	21	10	27	71	25
Women.....	807	73.3	10.1	69	129	62	56	66	18	103	26	48	189	41
Total.....	1,101	100	9.3	89	170	90	79	89	23	124	36	75	260	66

## THREE HOURS PER WEEK

Men.....	193	34.2	5.0	6	8	12	14	12	10	23	15	31	57	15
Women.....	371	65.8	4.6	14	21	16	27	35	19	61	18	25	122	13
Total.....	564	100	4.8	20	29	28	41	47	29	84	33	46	179	28

## FOUR HOURS PER WEEK

Men.....	80	44.6	2.8	2	2	12	4	12	2	14	6	5	13	5
Women.....	99	55.4	1.2	1	5	6	1	12	2	31	3	6	72	10
Total.....	179	100	1.5	3	7	18	5	24	4	45	9	11	85	15

## FIVE HOURS PER WEEK

Men.....	188	48.6	4.9	4	6	25	22	36	1	7	4	14	50	10
Women.....	199	51.4	2.4	12	10	5	16	30	4	1	4	29	63	12
Total.....	387	100	3.3	16	16	30	38	66	5	21	8	43	113	22

## SIX HOURS PER WEEK

Men.....	238	58.3	6.2	12	8	28	21	28	4	40	14	10	46	17
Women.....	170	41.7	2.1	5	24	26	4	26	6	36	8	7	13	15
Total.....	408	100	3.4	17	32	54	25	54	10	76	22	17	59	32
Grand total.....	5,147		43.6											

Here it is seen that 21.2 per cent of the faculty devote at least 1 hour per week to extracurricular activities; 9.3 per cent devote 2 hours; 4.8 per cent devote 3 hours; 1.5 per cent devote 4 hours; 3.3 per cent devote 5 hours; and 3.4 per cent devote more than 5 hours per week. Or taken as a unit, 43.6 per cent of all the teachers devote some time per week to student activities. Evidently a little over half, 56.4 per cent of the teachers, have either no inclination or no desire or aptitude for this type of work. Evidently much constructive work along social and moral lines in the Southern Association secondary school remains to be done.



## SALARIES

In the study of salaries an effort was made to ascertain whether there was a definite salary schedule and what was the range of the salaries of the superintendents, principals, and teachers. Tables 38 and 39 present the facts on this point.

The association sets no salary standard. It merely recommends \$1,000 as the minimum salary for teachers. There are no recommendations for superintendents or principals. The tables follow:

TABLE 38.—Salary schedules

## NUMBER OF SCHOOLS, WITH SALARY SCHEDULES

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Texas	Vir-ginia
Yes.....	410	48.6	24	49	26	37	50	22	49	25	34	58	25
No.....	269	31.7	20	27	34	38	15	15	13	11	25	40	20
Not reporting.....	165	19.7	15	9	20	22	24	9	14	13	10	25	4

## SALARY OF CITY SUPERINTENDENT

Under \$2,000.....	7	0.8	1		3							2	1
\$2,000-\$2,500.....	33	3.9	1	2	6	8		1	1	2	4	5	3
\$2,501-\$3,000.....	131	15.5	8	11	21	15	5	7	7	14	8	31	4
\$3,001-\$3,500.....	67	7.9	4	2	10	9	2	4	12	5	4	12	3
\$3,501-\$4,000.....	132	15.5	5	10	18	12	6	16	18	10	4	31	3
Over \$4,000.....	150	17.8	13	7	11	17	7	14	18	7	7	27	12
Grand total.....	520	61.6											

## SALARY OF PRINCIPAL

Under \$2,000.....	168	20.0	15	14	30	20	5	13	11	14	6	33	7
\$2,000-\$2,500.....	228	27.0	14	19	18	26	29	10	21	16	21	41	13
\$2,501-\$3,000.....	176	20.8	18	28	10	15	29	5	16	3	14	22	16
\$3,001-\$3,500.....	47	5.6	1	6	6	3	8	4	4		2	3	5
\$3,501-\$4,000.....	63	7.4	4	8	3	6	8	5	6	4	5	9	5
Over \$4,000.....	31	3.7	3	3	2	1	2	1	2	1	4	7	5
Not replying.....	131	15.5	4	7	13	26	8	8	16	11	17	12	9

<sup>1</sup>Replying.

TABLE 39.—Salary of academic and vocational teachers combined

## UNDER \$1,000

	Total	Per cent by sex	Per cent of all	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Texas	Vir-ginia
Men.....	54	12.2	1.4	18	2	3	4	3		6	6	3	7	2
Women.....	388	57.8	4.8	73	10	66	34	46	4	51	30	16	39	30
Total.....	442	100	3.7	90	12	69	38	49	4	57	36	19	46	32

## FROM \$1,000 TO \$1,200

Men.....	238	9.3	6.2	17	15	30	31	36	13	19	17	28	33	15
Women.....	2,300	90.7	23.9	205	178	208	178	229	166	226	221	156	371	163
Total.....	2,538	100	21.4	223	191	238	199	265	179	245	238	179	404	178

TABLE 39.—Salary of academic and vocational teachers combined—Continued  
FROM \$1,251 TO \$1,500

	Total	Per cent by sex	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Men.....	583	20.0	15.1	20	67	41	44	49	17	51	48	44	166	34
Women.....	2,331	80.0	29.2	105	301	108	188	201	128	272	144	130	643	111
Total.....	2,914	100	24.6	125	368	149	232	250	145	323	192	174	809	145

## FROM \$1,501 TO \$1,800

Men.....	808	37.3	23.4	42	97	68	79	61	33	83	52	91	213	79
Women.....	1,505	62.7	18.9	94	224	57	121	53	45	179	26	104	450	123
Total.....	2,403	100	20.3	136	321	125	200	114	78	263	78	195	663	201

## FROM \$1,801 TO \$2,000

Men.....	418	47.0	10.9	45	22	43	58	20	7	29	24	38	98	36
Women.....	472	53.0	5.9	38	43	34	62	13	4	32	1	46	144	53
Total.....	890	100	7.5	83	65	77	120	33	11	61	25	82	242	89

## FROM \$2,001 TO \$2,500

Men.....	663	58.4	17.2	55	43	90	85	22	14	30	16	62	151	86
Women.....	471	41.6	5.9	40	21	42	36	47	3	14	-----	44	162	71
Total.....	1,134	100	9.6	95	64	132	121	69	17	44	16	106	303	157

## OVER \$2,500

Men.....	238	76.0	6.2	15	12	44	20	48	2	21	17	21	21	17
Women.....	75	24.0	.9	4	1	18	-----	31	-----	1	1	10	7	1
Total.....	313	100	2.6	19	13	62	20	79	2	22	18	31	28	18

## NOT REPLYING

Men.....	746	63.6	19.4	75	84	73	66	72	29	55	19	73	122	78
Women.....	427	36.4	5.3	34	56	58	90	18	25	4	19	39	71	30
Total.....	1,173	100	9.9	109	140	131	156	90	54	59	38	112	193	108

Table 38 shows that scarcely one-half, 48.6 per cent, of all the schools replying have a definite, fixed salary schedule; that the median salary of the city superintendent is between \$3,501 and \$4,000. The mode is \$4,000 also. The median salary of the principal is between \$2,000 and \$2,500 per year. The mode is also the same.

A comparison of the salaries of superintendents and principals shows that 41.2 per cent of the superintendents and only 16.7 per cent of principals get over \$3,000 per year; about twice as many superintendents as principals get between \$3,501 and \$4,000; and practically five times as many get over \$4,000 per year.

For the salary of men teachers the median is between \$1,501 and \$1,800 per year, and the mode the same. For the women the median annual salary is between \$1,251 and \$1,500. This, too, is the mode.



The median annual salary for the men teachers is \$250 per year higher than for women teachers. The women teachers bunch heaviest on the lower end of the scale from \$1,000 to \$1,500; while the men bunch on the upper end of the scale from \$1,200 to \$2,500 per year.

The median salary for the group irrespective of sex is between \$1,251 and \$1,500. The mode is the same.

### PART VII. PROGRAM OF STUDIES

The association does not prescribe any single unit or course in the program of studies. It merely sets up work conditions under which credits may be earned.

Table 54 shows the enrollment in courses offered by the accredited secondary schools of the association.

TABLE 40.—Pupil enrollment in certain courses

Courses	Boys	Girls	Total	Per cent of school enrollment	Per cent of total enrollment in department
<b>MATHEMATICS:</b>					
a. Beginning algebra.....	38,620	37,323	75,943	26.7	37.2
b. Advanced algebra.....	25,061	27,292	52,353	18.7	25.9
c. Plane geometry.....	26,297	21,168	47,465	16.7	23.3
d. Solid geometry.....	6,605	3,928	10,533	3.7	5.1
e. Trigonometry.....	1,976	794	2,770	.9	1.3
f. Rev. or advanced arithmetic.....	5,951	5,481	11,432	4.0	5.6
g. General mathematics.....	1,183	1,488	2,671	.9	1.3
Grand total.....	106,293	97,474	203,767	71.9	100
<b>ENGLISH:</b>					
a. First year.....	35,584	38,266	73,850	25.7	31.1
b. Second year.....	31,771	35,099	66,870	23.2	28.1
c. Third year.....	25,319	29,537	54,856	19.3	23.1
d. Fourth year.....	18,581	23,480	42,061	14.8	17.7
Grand total.....	111,255	126,382	237,637	83.9	100
<b>FOREIGN LANGUAGES:</b>					
<b>A. LATIN—</b>					
a. Beginning Latin.....	15,594	19,317	34,911	12.3	44.6
b. Caesar.....	12,580	15,972	28,552	10.8	36.5
c. Cicero.....	3,513	5,776	9,289	3.2	11.9
d. Virgil.....	1,963	3,419	5,382	1.9	6.9
Grand total.....	33,650	44,484	78,134	27.2	100
<b>B. GREEK—</b>					
a. First year.....	134	71	205	.071	72.9
b. Second year.....	51	25	76	.029	27.1
Grand total.....	185	96	281	.09	100
<b>C. FRENCH—</b>					
a. First year.....	8,085	12,180	20,265	7.1	56.3
b. Second year.....	5,014	8,561	13,575	4.8	37.7
c. Third year.....	551	1,261	1,812	.6	5.3
d. Fourth year.....	55	260	315	.11	.8
Grand total.....	13,705	22,262	35,967	12.3	100
<b>D. SPANISH—</b>					
a. First year.....	13,260	12,706	25,966	9.1	57.2
b. Second year.....	7,782	8,836	16,618	5.8	36.6
c. Third year.....	1,052	1,322	2,374	.8	5.2
d. Fourth year.....	158	616	774	.3	.8
Grand total.....	22,252	23,080	45,332	16	100
<b>E. GERMAN—</b>					
a. First year.....	219	74	293	.095	66.9
b. Second year.....	69	53	122	.045	27.8
c. Third year.....	6	17	23	.01	5.2
Grand total.....	294	144	438	.16	100

TABLE 40.—Pupil enrollment in certain courses—Continued

Courses	Boys	Girls	Total	Per cent of school enrollment	Per cent of total enrollment in department
<b>SOCIAL STUDIES:</b>					
a. Commercial or vocational civics.....	10,430	10,651	21,081	7.4	11.6
b. Ancient history.....	22,020	22,676	44,696	15.8	24.7
c. Modern European history.....	18,994	19,436	38,430	13.5	21.3
d. General history.....	2,900	3,011	5,911	2.3	3.6
e. United States history.....	18,893	21,914	40,807	14.4	22.8
f. English history.....	3,776	3,623	7,399	2.6	4.1
g. Economics.....	2,050	2,202	4,252	1.2	2.3
h. Sociology.....	620	678	1,298	.4	.7
i. Psychology.....	142	159	301	.1	.1
j. Advanced civics.....	6,541	6,679	13,220	4.6	7.3
k. Problems of democracy.....	1,363	1,814	3,177	1.1	1.7
Grand total.....	87,819	93,443	181,262	64	100
<b>SCIENCE:</b>					
a. Physical geography.....	2,561	1,939	4,500	1.6	2.9
b. Biology.....	14,307	15,501	29,808	10.5	26.9
c. Botany.....	872	1,596	2,468	.8	2.2
d. Zoology.....	561	737	1,298	.4	.6
e. Physics.....	10,218	4,696	14,914	5.2	13.0
f. Chemistry.....	11,995	9,900	21,895	7.7	19.1
g. General science.....	20,584	19,230	39,814	14.6	24.7
Grand total.....	61,098	53,629	114,717	40.5	100
<b>COMMERCIAL WORK:</b>					
a. Typewriting.....	8,024	17,251	25,275	8.9	32.3
b. Shorthand.....	3,629	11,805	15,434	5.4	19.8
c. Bookkeeping.....	7,344	9,067	16,411	5.8	21.3
d. Commercial arithmetic.....	5,348	6,687	12,035	4.2	15.4
e. Commercial geography.....	2,915	2,965	5,881	2.4	7.3
f. Office practice.....	620	883	1,503	.4	1.9
g. Commercial law.....	509	422	931	.3	1.1
h. Commercial engineering.....	258	288	546	.3	.7
Grand total.....	28,654	49,368	78,022	27.2	100
<b>MANUAL TRAINING:</b>					
a. Ninth grade.....	6,835	38	6,873	2.3	47.2
b. Tenth grade.....	4,540	51	4,591	1.6	31.5
c. Eleventh grade.....	2,383	16	2,399	.8	16.4
d. Twelfth grade.....	648	37	685	.2	4.7
Grand total.....	14,406	142	14,548	5.1	100
<b>HOUSEHOLD ARTS:</b>					
a. Ninth grade.....		17,960	17,960	6.3	47.9
b. Tenth grade.....		11,747	11,747	4.1	31.4
c. Eleventh grade.....		5,857	5,857	2.3	15.6
d. Twelfth grade.....		1,872	1,872	.6	4.1
Grand total.....		37,436	37,436	13.2	100
<b>AGRICULTURE:</b>					
a. Ninth grade.....	1,804	114	1,918	.67	40.0
b. Tenth grade.....	1,561	94	1,655	.58	34.5
c. Eleventh grade.....	847	77	924	.32	19.2
d. Twelfth grade.....	274	28	302	.11	6.2
Grand total.....	4,486	308	4,794	1.7	100
<b>MUSIC:</b>					
a. Chorus.....	6,139	14,484	20,623	7.3	41.6
b. Orchestra.....	3,285	2,733	6,018	2.0	12.6
c. Band.....	3,843	537	4,380	1.5	8.7
d. Glee club.....	4,837	8,428	12,765	4.5	25.5
e. Instrumental (ind.).....	1,518	4,721	6,239	2.1	12.1
Grand total.....	19,122	30,903	50,025	17.7	100
<b>ART:</b>					
a. Ninth grade.....	1,066	2,047	3,113	1.9	45.6
b. Tenth grade.....	700	1,323	2,023	.7	29.3
c. Eleventh grade.....	355	761	1,116	.4	16.7
d. Twelfth grade.....	111	316	427	.15	6.4
Grand total.....	2,232	4,447	6,679	2.3	100



**Mathematics.**—Next to English more pupils are registered in mathematics than any other subject. Practically three-fourths, 71.9 per cent of all students are taking some kind of mathematics. Of the 71.9 per cent taking mathematics, 37.2 per cent are in beginning algebra and another 25.9 per cent are in advanced algebra. That is 63.1 per cent, or practically two-thirds, of all mathematics registrants are in algebra. Plane geometry comes in for 23.3 per cent of the registrants, or nearly another fourth. If we put all students taking

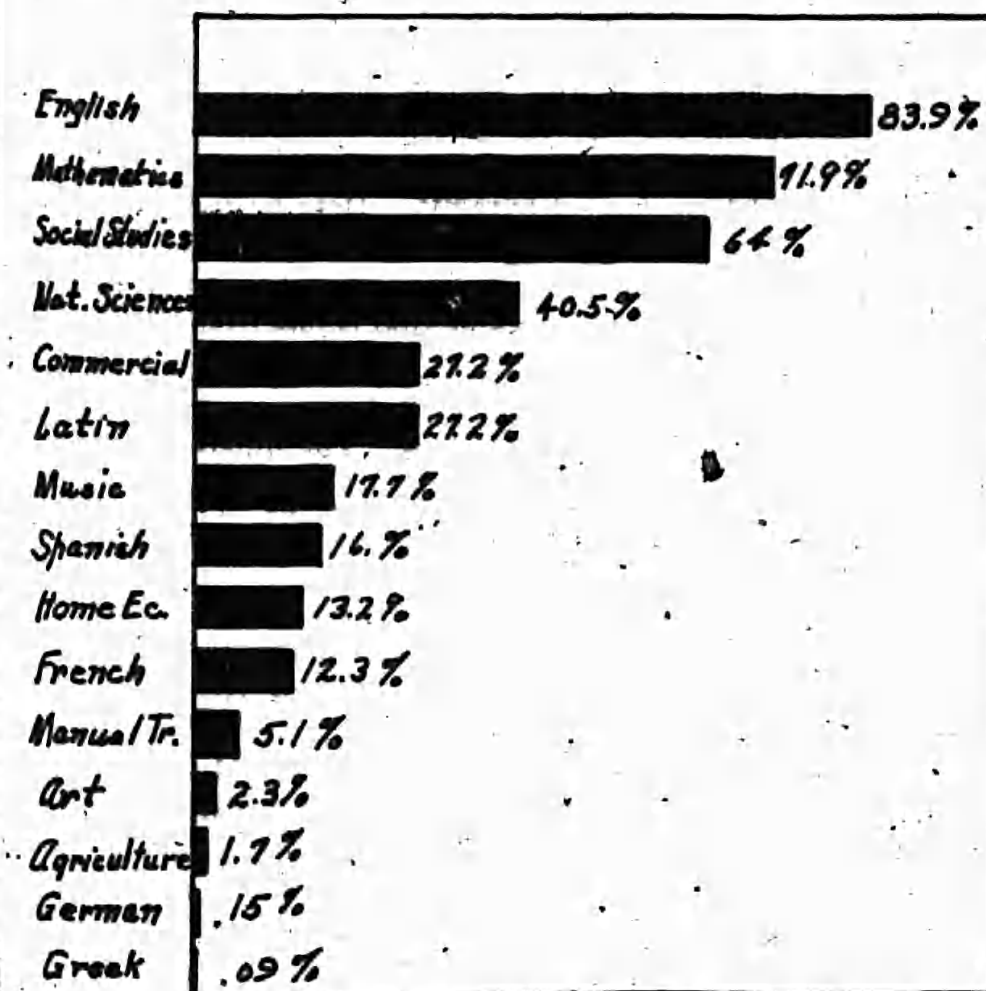


FIG. 23.—Percentage of pupils taking each subject in the program of studies

algebra and geometry together, we have 86.4 per cent, or practically seven-eighths, of all mathematics registrants in these two subjects. The rest of the registrants are well distributed over solid geometry, trigonometry, advanced arithmetic, and general mathematics.

Although the ratio of girls to boys in high schools is 53 to 47, the boys outnumber the girls in practically every branch of mathematics. This is especially true of the advanced phases of the subject. This would indicate that the girls tend to quit mathematics as soon as they have fulfilled the usual graduation requirements in the course.

It is obvious that the mathematics requirements do not hold for the upper reaches of the secondary school.

*English.*—From the table it is seen that 83.9 per cent of the students take English. It is the one subject in the program of studies that comes most nearly being uniformly required of all pupils. It is evident here, however, that some pupils are not pursuing it in their work.

*Latin.*—Only a little over one-fourth, 27.2 per cent, of all pupils take Latin. Of these nearly one-half, 44.6 per cent, are first-year students, and over one-third more, 36.5 per cent, are second-year students. This means that over four-fifths, 81.1 per cent, of all Latin students, are in the first two years. The other fifth are distributed in the ratio of 2 to 1 among Cicero and Virgil. If graphed, the students would form a good pyramid. Here again it is obvious that registration ends when prescription ceases. This also indicates, perhaps, that many schools offer only two years of work in Latin.

If there is a certain cumulative value that comes from a persistent study of a language, it is evident that very few derive this value from the study of Latin.

Here the girls far outnumber the boys. The difference is much greater than the actual distribution of the two sexes generally in the school. In the advanced years of Latin the girls outnumber the boys nearly two to one.

*Greek.*—Greek is almost a negligible quantity in this table. Only 281 students in all the 844 schools are studying it. More than half of these, 58 per cent, are found in the State of North Carolina. Louisiana and Alabama furnish most of the others. No Greek is taught in the States of Florida, Georgia, Kentucky, Mississippi, and Texas. Most of the pupils are first-year pupils, and all the rest are sophomores. There is no third or fourth year work offered.

*French.*—It is seen at a glance that French is a girls' subject. Practically twice as many girls as boys take it.

As was seen in Latin, most of the pupils taking it are in the first two years. In fact, 94 per cent are. Just a few take third-year work, and practically none the fourth. The same query arises here as in Latin, as to the cumulative value that may result from a continuous study of a foreign language.

*Spanish.*—Spanish is more popular with the boys than is French. While only 47 per cent of all the pupils are boys, 50 per cent of the pupils taking Spanish are boys. Only 38.1 per cent of the pupils taking French are boys.

Here as in Latin and French most of the pupils taking the subject are in the first two years. In fact, the distribution of pupils through the four years is almost identical for French and Spanish. In Spanish,



then, as in the other foreign languages, the question of the cumulative value resulting from continuous study is pertinent.

*German.*—Only 438 pupils are taking German. These data would probably indicate that German is slowly coming back into the program of studies. Like Latin, Greek, French, and Spanish, most all of those who are taking the subject are in the first two years.

By way of summary we have noticed that in all five foreign languages the practice seems to be to take two years of a study and then drop it; that 27.2 per cent of all the pupils take Latin, while a total of 28.5 per cent take all the other four languages combined; that about twice as many pupils take German as Greek; that about 25 per cent more pupils take Spanish than French; that French is more popular with the girls, and Spanish with the boys; that Greek is practically gone from the program of studies; and that perhaps German is slowly coming back.

*Social studies.*—No subject, perhaps, in the whole secondary school program of studies has undergone a more thorough reorganization than the so-called "history course" of the old days. Time was, and that not many years ago, when the standard history course in practically all the secondary schools of America was merely a chronological study of historical facts. Ancient history in freshman year, medieval and modern in the sophomore, English in the junior, and United States history in the senior year, was the almost universal procedure.

But in the last decade or so, especially since the World War, there has been a growing demand for functional training in the social studies. The advocates of this movement say train the high-school youth to participate in a modern social world rather than master a few dissociated, disconnected, and well-nigh useless historical facts about the Egyptians, Babylonians, or nomadic tribes of other lands. Live, dynamic, functional social training is what is needed, and not cold-storage historical facts.

That this demand has made itself felt is readily seen from the table on social studies.

In the first place, it is noticeable that ancient history has lost its "ancient prestige," and that a study of modern European history is on the increase. As a corollary to the latter situation, English history is giving way to a broader and more intelligent study of European nations as a whole. In this way English history is placed in its proper setting.

Again, the social phases of history and civics are rapidly coming into prominence, as is seen from the registrants in community civics, vocational guidance, economics, sociology, and problems in democracy. Taken together, a total of 14.7 per cent of all the pupils are taking these courses. Of all the pupils taking some form of social training,



23.5 per cent are registered in these courses. When we put with this situation the fact that 27.9 per cent of all the pupils are taking modern European history or United States history, it is easily seen the idea of social training for living in our American democracy is paramount in the minds of those responsible for the high-school curriculum. Less than one-third of all those studying history are registered in the traditional phases of the subject, while over two-thirds are working in the social and civic phase of the subject. That the secondary school has responded to the slogan, "The social studies must be the core of the high-school curricula," is evidenced by the fact that 64 per cent of all the pupils are working in that field.

*Science.*—About two-fifths of all pupils are taking some kind of science. Over one-third, 34.7 per cent, of all those taking science are registered in general science; and another one-fourth, in biology. In other words, nearly two-thirds, 60.6 per cent, of all those taking science are in the sciences organized on the "life basis." To this 60.6 per cent probably could be added 3.3 per cent embraced by botany and zoology. This leaves about one-third of those taking a science registered in the so-called "logically organized" sciences—physics and chemistry. Practically 50 per cent more pupils take chemistry than physics.

Since general science is almost universally a freshman study, and since 14.7 per cent of all pupils take it, it is evident that it is rapidly gaining a sure footing in the program of studies.

*Commercial work.*—This phase of the work is rapidly growing. Over one-fourth of all pupils are taking some phase of it. Of those taking commercial work, practically one-third, 32.3 per cent, are in typewriting; 21.3 per cent, nearly another fourth, are in bookkeeping; nearly one-fifth, 19.8 per cent, are in shorthand; and 15.4 per cent are in commercial arithmetic. That is, over seven-eighths, 88.8 per cent, of all the commercial pupils are in these four departments. If to these four we add a fifth, commercial geography, with 7.5 per cent, we will have 96.3 per cent of all the pupils taking some kind of commercial work. Ranked in the order of importance as measured by the number of pupils registered in them, we have the following: Typewriting, bookkeeping, shorthand, commercial arithmetic, and commercial geography. A final 3.7 per cent are scattered over office practice, commercial law, and commercial English. Evidently these subjects are not of much importance in the eyes of the secondary-school administrator.

Commercial work is decidedly a girls' subject. Nearly twice as many girls as boys are taking the work. Over three times as many girls as boys take shorthand, while more boys than girls take commercial law.



*Manual training.*—It is difficult for one to make broad assertions or general statements about manual training. When we study its checkered career of approximately 50 years in the secondary school of America and realize its present state of unrest and uncertainty, we scarcely know what the future holds for the subject. Only 5.1 per cent of all the pupils or 10.8 per cent of all the boys in the accredited secondary schools of the association are taking any form of it. Practically one-half of those taking it are in the first year and another one-third in the second. This leaves about one-fifth of the pupils pursuing it in the upper reaches of the high school. Evidently it is a freshman study primarily of one year's duration. Only a fraction of 1 per cent elect it in the eleventh or twelfth grade.

*Household arts.*—This subject has a much better hold on the girls than manual training has on the boys. Just one-fourth of all the girls take the work. This is two and one-half times as many as boys that take manual training. Like manual training, the overwhelming number taking the subject is in the first year. For manual training it is 47.2 per cent in the first year and 31.5 per cent in the second; in household arts it is 47.9 per cent in the first year and 31.4 per cent in the second. Both subjects are alike in claiming very few pupils for the third and fourth years' work.

*Agriculture.*—It is evident at first sight that agriculture plays a minor rôle in the work of the Southern Association Secondary Schools. Mississippi, the Southern State with perhaps the best organized system of agricultural high schools, has relatively few pupils taking the subject. Like the preceding vocational subjects discussed, the great bulk of the pupils is in the first two years of the high school. Less than 1 per cent of the pupils are taking the work in the eleventh or twelfth grade.

*Music.*—Of the musical activities, chorus is the most popular, and glee club comes next. Two-thirds of the students taking any form of music are in these two activities. Individual instruction in instrumental music comes in for third place in popularity with orchestra in fourth and band fifth. Orchestra and band are boys' subjects, while glee club and chorus are girls' subjects. It is encouraging to see how rapidly these two last-named activities are getting established in the high school. It indicates a wholesome tendency. That music in some form is on the increase in our high schools is evidenced by the fact that 17.7 per cent, or over one-sixth, of all pupils are taking it.

*Art.*—Not quite one-seventh as many pupils take art as music. Both subjects are decidedly girls' subjects; art is a little more so than music. It is evident that little attention is given this subject by the high-school administration.



## PART VIII. CURRICULUM TENDENCIES

In this division of the study an attempt is made to ascertain big central tendencies in the development of the program of studies in the secondary schools of the association. The problem is approached from three angles—namely, the subjects added to or dropped from the program of studies in the last five years; the subjects offered to and taken by the postgraduate pupils in these secondary schools; and the developments along the line of the junior college occurring in connection with the public secondary schools of the Southern Association.

Tables 41 and 42 show what new subjects have been added and what old ones dropped in the last five years.

TABLE 41.—Number and kind of courses added to curriculum in last five years

Courses	Total schools	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Advanced algebra	12	1.5		1	4		4	1	1		1		
Advanced arithmetic	19	2.3		3		1			1			14	
Advertising	6	.7				1						5	
Agriculture	60	7.0	9	5	5	7		1	1	4	7	17	4
American history	8	.9	1			1						6	
Ancient history	1	.12					1						
Art	31	3.7	3	6	3	1		3	1		3	9	2
Bible	14	1.7		1	1				5		1	3	3
Biology	113	13.4	2	6	6	11	38	8	6	6	2	10	12
Botany	5	.6				2	2		1				
Chemistry	62	7.1	1	5	8	4	1	4	16	7	6	6	4
Clothing	4	.5		1		1						1	1
Citizenship	5	.6			1	1		2			1		
Civics	61	7.1	1	8	3	4	8	8	2	3	13	10	1
Commercial	215	25.6	15	27	11	18	21	12	24	12	17	48	10
Commercial art	3	.4		1	2								
Creative English	1	.12							1				
Dramatics	7	.8		1	1				3		1	1	
Economics	73	8.6	2	6	2	4	1	15	2	2	8	20	2
Ediphone	1	.12				1							
English V	1	.12								1			
English history	2	.2	1									1	
Expression	2	.2			1	1							
French	44	5.2	3	7	2	9	4	4		6	4	2	3
French III	7	.8	1	1	1		1			1	1	1	
French IV	2	.2					1					1	
General history	21	2.5	1			2	12	2	1		1	2	
General mathematics	3	.4					1		1			1	
General science	91	10.7		1	1	6	42	4	2	1	10	21	3
Geography	8	.9				1	2	1		4			
German	4	.5			1				2			1	
Greek	1	.12							1				
Home economics	128	15.1	10	28	9	17	4	4	13	12	4	22	
Home nursing	7	.8									1	8	
Hygiene	1	.12											1
Italian	1	.12											1
Journalism	16	1.6		4	2	3			3		1	2	1
Latin	40	4.0	1	1	1	1	2		1	1		1	
Library training	1	.12									1		
Manual training	93	10.8	10	16	6	8	2	3	9	6	9	21	8
Medieval history	3	.4					1				1		1
Millinery	2	.3		1									1
Modern history	5	.6	1				1				1		2
Music	36	4.6	2	3	2	3	1	3	7	3		11	2
News writing	3	.4				2					1		
Oral English	2	.2						1	1				
Orchestra and band	8	.9	1	1	2				1			3	
Physical education	20	3.4	3	8		4		1	3	2		6	2
Physical geography	13	1.6			2	1	1	2	1	2		3	1
Physics	33	3.8		3	3	3		4	7	2	5	2	4
Physiology	17	1.8		1		1	2	3	2		1	5	2



TABLE 41.—Number and kind of courses added to curriculum in last five years—Con.

Courses	Total schools	Per cent of all	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-iss-ippi	North Caro-lina	South Caro-lina	Ten-nessee	Tex-as	Vir-ginia
Political science	4	0.6				1		1			2		
Printing	5	.6	2						1			1	1
Problems of democracy	24	3.0		2	1	11		1	1	1	1	1	5
Psychology	23	2.8		16		4			1		1	1	
Public speaking	31	3.7	3	5	1	2			1			19	
R. O. T. C.	2	.2			2								
Science	6	.7	1		1			1		1	1	1	
Social studies	11	1.3	1	4	2	2				1			
Sociology	24	3.0	1	8		7		1	1		2	4	
Solid geometry	14	1.7			2	1	2	2	1	2		3	1
Spanish	84	10.0	7	24	7	7	3	1	5	3	1	19	7
Spanish III	10	1.2		1	1		1			1		6	
Spelling	1	.12											1
Swimming	1	.12							1				
Teacher training	33	3.8		12	7	4			2		7	1	
Trigonometry	18	2.0	1	1	2	2	2	3		2		4	
Virgil	9	1.0		1	1	1	1	3			1		1
Vocational education	9	1.0	1	1		5			1		1		
Vocational guidance	4	.5				1			1				1
World War history	1	.12					1						
Zoology	4	.5				1	2		1				

TABLE 42.—Number and kind of courses dropped from curriculum in last five years

Courses	Total schools	Per cent of all	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-iss-ippi	North Caro-lina	South Caro-lina	Ten-nessee	Tex-as	Vir-ginia
Agriculture	29	3.6		2	6	5	1		2	1	2	7	3
American history	3	.4					3						
Ancient history	4	.5				1	2				1		
Arithmetic	7	.8		2	1	1				2	1		
Art	3	.4						2	1				
Bible	1	.12											1
Biology	12	1.5				1	2	2	1	1	2	3	
Bolany	49	5.8		4	1	3	37	1			1	1	1
Chemistry	6	.7	1			3			1		1	1	
Civics	12	1.5	1		2	1	2		2	2	1	1	
Commercial	35	4.0	1	2	2	2	5		4	3	4	4	8
Economics	10	1.1	1	1		1	2			1	1		3
English history	64	7.2	1	6	4	4		3			18	25	3
French	29	3.6	2	6	1	7	3	3				7	
French III	3	.4							2				1
General history	1	.12							1				
General science	18	2.1	4		3	2	1		1		3	2	2
Geography	2	.3									1	1	
Geology	1	.12									1		
German	11	1.3	1		1	3			1		1	2	2
Greek	4	.5				2				1	1		
Home economics	11	1.3	1				2	4		1		1	
Industrial history	1	.12				1							
Journalism	1	.12										1	
Latin	19	2.1				3	4		2		1		
Latin II	1	.12		1								9	
Latin III	9	1.0		1		1	1		1			5	
Latin IV	9	1.0		1		1			3	1	1	2	
Manual training	24	3.0	1	2	2	1	4	5		2	1	6	
Mechanical drawing	3	.4						1		1	1		
Medieval history	2	.3					2						
Modern history	6	.7					5		1				
Penmanship	2	.3	1			1							
Plane geometry	1	.12			1								
Psychology	6	.7	1	4		1							
Physical education	2	.3				2							
Physical geography	42	5.0		3	3	2	16	3	3	1	3	3	5
Physics	1	.13	1	1	1	1			2	3	1	1	
Physiology	3	.4			1	1	25	1	1	2	2	5	
Problems of democracy	3	.4	1	1									1

TABLE 42.—Number and kind of courses dropped from curriculum in last five years—Continued

Courses	Total schools	Per cent of all	Ala-bama	Fla-rida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nessee	Tex-as	Vir-ginia
Public speaking	1	.12									1		
Singing	1	.12			1								
Social sciences	1	.12				1							
Sociology	6	.7				2	2		1				
Solid geometry	10	1.1	1				1		2	5	1		1
Spanish	29	3.6	1	4	1	7		1	9	1	1		4
Spanish III	1	.12			4								
Spelling	2	.3	1			1							
Teacher training	6	.7		2	1			1			2		
Trigonometry	17	1.9		1	4	4	1	1	1			4	1
Zoology	37	4.2		4		1	31						1

It is seen at a glance from Table 41 that there is a great variety and range among these offerings. In fact, they cover 72 different things, which range in number of schools offering them from 1 to 215, and in subject matter from ediphone to Greek. However, when studied closely, it is seen that many new subjects are added in modern languages, the social phases of history, commercial work, special phases of health and hygiene, and various phases of vocational work.

*Ten subjects offered by the greatest number of schools*

	Schools offering them	Per cent of total		Schools offering them	Per cent of total
Commerce	215	25.5	Spanish	84	10.0
Home economics	128	15.1	Economics	73	8.6
Biology	113	13.48	Chemistry	62	7.1
Manual training	93	10.7	Civics	61	7.1
General science	91	10.7	Agriculture	60	7.0

Of these 10 subjects, 4 are vocational, 3 are sciences, 2 social sciences, and 1 a modern language—Spanish.

Table 42 showing the subjects dropped from the program of studies in the last five years, is interesting.

*The 10 leading subjects dropped in last five years*

	Schools dropping them	Per cent of total		Schools dropping them	Per cent of total
English history	64	7.2	Commercial	35	4.0
Botany	49	5.8	French	29	3.6
Physical geography	42	5.0	Agriculture	29	3.6
Physiology	38	4.2	Spanish	29	3.6
Zoology	37	4.2	Manual training	24	3.0

Here the five subjects ranking first are English history, botany, physical geography, physiology, and zoology. English history has given way to modern European history and a broader phase of study; botany and zoology have been replaced by biology; physical geography by general science; and physiology as once taught is giving way to the study of the broader and more functional phases of health and hygiene.



The next five subjects dropped, in order of importance, are commerce, French, agriculture, Spanish, and manual training. It is interesting to note that all of these except French are included in the 10 subjects listed above as added in the last five years.

Again the range is wide and the content varied. There are 51 subjects mentioned, ranging from penmanship to trigonometry.

### POSTGRADUATE PUPILS

Tables 43 to 45, inclusive, are presented to show to what extent pupils come back after graduation for special work; what work they take; and what special subjects are offered to induce them to return:

TABLE 43.—*Postgraduate students*  
NUMBER OF POSTGRADUATE STUDENTS ENROLLED

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nes-see	Texas	Vir-ginia
Boys.....	457	31.3	7	48	48	30	18	18	36	24	47	137	44
Girls.....	972	68.7	19	138	69	67	81	66	104	35	47	265	81
Total.....	1,429	100	26	186	117	97	99	84	140	59	94	402	125

### ARE POSTGRADUATE STUDENTS ENCOURAGED?

Yes.....	195	23.1	3	28	17	12	17	10	24	9	5	48	22
No.....	564	66.9	62	52	55	73	65	32	45	29	59	67	35
Not reporting.....	85	10.0	4	5	10	12	7	4	7	11	5	17	3

TABLE 44.—*Special courses offered as an inducement to postgraduate students*

Courses	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nes-see	Texas	Vir-ginia
Advanced mathe-matics.....	17	2.0			2	3	1			1	1	3	6
Agriculture.....	7	.8		2	1	1					1	1	1
Algebra.....	3	.4			1	1					1		
Analytical geom-etry.....	1	.12										1	
Art.....	5	.6				2			1				2
Band.....	1	.12										1	
Biology.....	1	.12			1								
Commercial.....	77	9.1	3	14	6	7	6	4	11	5	1	17	3
Dramatics.....	1	.12											1
Economics.....	1	.12										1	
English.....	78	1.0			1	1		1		1		1	3
English grammar.....	1	.12											1
Expression.....	2	.3			1				1			1	
History.....	3	.4		1									1
Home-economics.....	13	1.4	2	2	2	1	2		1			3	
Journalism.....	1	.12		1									
Languages.....	16	1.6		1	2	4		2				1	6
Manual training.....	8	1.0	1	2	2				1	1	1		
Military science.....	1	.12				1							
Music.....	8	1.0	2			2			2		1		1
Nursing.....	2	.3							1		1		
Psychology.....	2	.3		1		1							
Science.....	4	.5		2				1				1	
Sociology.....	1	.12										1	
Teacher training.....	9	1.1		6	2				1				
Vocational.....	4	.5		1								3	

TABLE 45.—*Courses usually taken by postgraduate pupils*

Courses	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-islana	Miss-issippi	North Caro-lina	South Caro-lina	Ten-nes-see	Texas	Vir-ginia
Agriculture.....	5	0.6		2	1	1						1	
Algebra.....	5	.6									4		1
Art.....	6	.7	1		1	3				1			
Chemistry.....	16	1.6	1		1	4	2		2			4	1
Civics.....	4	.5				1					1	2	
Commercial.....	228	27.0	12	31	13	18	18	14	26	11	12	54	19
Economics.....	4	.5				1						3	
English.....	40	4.7	3	1	8	6	2	1	1	2	5	8	1
Expression.....	1	.12										1	
History.....	15	1.6			1	4	2		2	1		4	1
Home economics.....	20	2.2	1	4	2				1	2		9	1
Industrial arts.....	1	.12										1	
Journalism.....	2	.3		1								1	
Languages.....	72	8.5		9	8	9	8	2	5	3	6	11	11
Manual training.....	2	.3		1	1								
Mathematics.....	62	7.1	4	8	11	6	4	2	2		5	8	12
Music.....	10	1.1	1			2			1	1	3	1	1
Physics.....	7	.8			3					1		2	1
Psychology.....	3	.4	1								1	1	
Public speaking.....	1	.12									1		
Science.....	28	3.4	1	11	2	2	1	1	2			5	3
Sociology.....	3	.4									1	2	
Solid geometry.....	5	.6		1							1	2	1
Teacher training.....	14	1.4		8	3	1			1		1		
Trigonometry.....	3	.4				1					4	1	
Vocational.....	16	1.6		3	1		1	1				9	1

Table 43 shows there were only 1,429 postgraduate pupils in 1926-27, or an average of 1.7 pupils to a school. A careful study of the blanks showed that one or two postgraduate pupils to a school was the usual thing. Table 43 shows that only 23.1 per cent of the principals encourage them to return, and Table 44 shows that very little inducements in the way of new subjects are offered them to return.

The great group of those who do return are girls who go back primarily for a special course in commercial training which evidently they failed to get while in high school. There is a goodly percentage, however, who return for more advanced training in general education. The 10 subjects, in the order of their importance, which they take when they return are as follows:

*Ten subjects mostly taken by postgraduate students*

	Number of schools answering	Per cent of total		Number of schools answering	Per cent of total
Commerce.....	228	27.0	Home economics.....	20	2.2
Languages.....	72	8.5	Vocational.....	16	1.6
Mathematics.....	62	7.1	Chemistry.....	16	1.6
English.....	40	4.7	History.....	15	1.6
Science.....	28	3.4	Teacher training.....	14	1.5

From these figures it is readily seen that the postgraduate students can be divided into two general groups—namely, those taking specific vocational training and those wanting to carry further their general education. Here is a strong argument for the junior college in connection with the public high school when possible.



If we take the subjects that are offered as a special inducement to postgraduates to return, we see they readily fall into two groups—viz, vocational and general. The 10 leading subjects offered, judged by their frequency of offering, are:

*Ten leading subjects offered postgraduate students*

	Number of schools offering	Per cent of total		Number of schools offering	Per cent of total
Commercial courses.....	77	9.1	English.....	8	1.0
Advanced mathematics.....	17	2.0	Manual training.....	8	1.0
Languages.....	16	1.6	Music.....	8	1.0
Home economics.....	13	1.4	Agriculture.....	7	.8
Teacher training.....	9	1.1	Art.....	5	.6

It is evident that the furtherance of general education is a strong inducement in the minds of the principals to get pupils to come back for postgraduate work.

### JUNIOR COLLEGE

In trying to see if there is a tendency to grow a junior college on the public high school, the principal was asked if he had a junior college, if he was contemplating organizing one in the next few years, and what courses now offered in his high school he considered above high-school level. Tables 46 and 47 give these facts:

TABLE 46.—*Have you a junior college in connection with your city schools?*

	Total	Per cent	Ala- bama	Flor- ida	Geor- gia	Ken- tucky	Louis- iana	Mis- sis- sippi	North Caro- lina	South Caro- lina	Ten- nes- see	Texas	Vir- ginia
Yes.....	47	5.6	3	1	5	8	1	3	3	-----	7	13	3
No.....	701	84.4	54	77	66	75	79	35	66	39	55	109	46
Blank.....	96	11.4	2	7	11	14	9	8	7	10	7	10	11

### DO YOU CONTEMPLATE ORGANIZING ONE IN NEXT FEW YEARS?

Already estab- lished.....	47	5.6	3	1	5	8	1	3	3	0	7	13	3
Yes.....	79	9.4	2	10	11	6	9	2	4	2	4	28	2
No.....	592	70.0	48	66	54	65	67	33	58	35	49	77	40
Blank.....	126	15.0	6	8	12	19	12	8	11	12	9	14	16

TABLE 47. *Subjects offered which principals consider above high-school level*

	Total schools	Per cent of all	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-issip-pi	North Caro-lina	South Caro-lina	Ten-nes-see	Tex-as	Vir-ginia
Advanced algebra	27	3.2		1	3	1	4	1	3	2	6	3	3
Advanced English	2	.3				1			1				
Advanced Latin	2	.3				1							1
Advanced mathematics	6	.7			1	1							1
Advanced United States history	2	.3				2							
Anyl. geometry	1	.12											1
Analytics	2	.3			2								
Ancient history	1	.12											
Art	4	.5	2			1		1				1	
Biology	3	.4			1	1							1
Nineteenth century history	1	.12											1
Chemistry	6	.7			1	1					2	1	1
Civics	1	.12					1						
Commercial	8	1.0	1	1				1			1	3	1
Economics	4	.5										2	1
English grammar	2	.3				1							1
English V	9	1.1			1	2			1	1		1	3
English history	1	.12				1							
Expression	1	.12			1								
French III	9	1.1	1		2		1		1	1			3
French IV	4	.5			2	1							1
French literature	1	.12							1				
Geography	1	.12				1							
Greek	1	.12							1				
Horace	1	.12				1							
Journalism	3	.4		1							1	1	
Latin III	2	.3			1		1						
Latin IV	5	.6			1	1		1	1		1		
Library training	1	.12									1		
Logic	1	.12		1									
Manual training	2	.3			1	1							
Mechanical drawing	1	.12											
Modern history	2	.3							1			1	
Music	2	.3		1									
Nursing	1	.12			1								
Occupations	1	.12				1							
Plane geometry	1	.12										1	
Physics	3	.4			1	1						1	
Psychology	7	.8	1	2		2			1			1	
Public speaking	1	.12										1	
Sociology	4	.5		1	1	1				1			
Spanish	4	.5	1	1	1	1							
Spanish III	2	.3							1	1			
Solid geometry	32	3.7	1	2		3		3	2	8	2	9	2
Surveying	3	.4			1	1							1
Teacher training	9	1.1	1	1	1	2			1		1	2	
Trigonometry	48	5.7		3	7	8	1	2	3	3	9	6	3

Table 46 shows that 47, or 5.6 per cent, of the city schools in the South have a junior college built on top of their high school; and that 79 more cities, or 9.4 per cent, contemplate organizing one in the next few years. This table shows that the junior-college movement is already well established in the South and will doubtless make much real headway there in the next few years according to these indications.

A study of Table 47, giving subjects the principals consider above high-school level, reveals an interesting situation. In the first place, no one subject, or subjects, stands out above the rest; in the second place, most of the subjects named are found to-day in the good, strong high schools; and in the third place, the range of subjects is so wide and the nomenclature so indefinite in many instances that it is evident



the principals are not very clear-cut in their thinking on the subject. However, one can find scattered through this table a number of subjects usually allocated to the junior-college curricula. At least one thing in this phase of this study is evident, and that is that the modern high school is surely breaking loose in its curriculum from its ancient moorings of ancient history, Latin, algebra, and formal English, and is heading rapidly out into the current of modern thought and training. What the port will be no one can yet say.

### PART IX. BUILDINGS AND EQUIPMENT

The standard covering this phase of the work reads:

The location and construction of the buildings; the lighting, heating, and ventilation of the rooms; the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

Table 48 shows the condition among the schools regarding this standard.

TABLE 48.—*Condition of the school building*  
IS IT THOROUGHLY SAFE AND HYGIENIC?

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Loul-siana	Mis-sis-sippi	North Caro-lina	South Caro-lina	Ten-nes-see	Texas	Vir-ginia
Yes.....	815	96.6	58	84	80	93	85	45	69	48	66	130	57
No.....	11	1.3			1	2	3	1	1				3
Blank.....	18	2.1	1	1	1	2	1		6	1	3	2	

IS IT AT PRESENT NOTABLY OVERCROWDED?

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Loul-siana	Mis-sis-sippi	North Caro-lina	South Caro-lina	Ten-nes-see	Texas	Vir-ginia
Yes.....	87	10.3	5	15	7	8	13	3	8	5	2	14	7
No.....	730	86.5	51	69	73	87	75	42	61	40	63	117	52
Blank.....	27	3.2	3	1	2	2	1	1	7	4	4	1	1

It is evident from this table that the principals feel that their buildings are thoroughly safe and hygienic and that they are not notably overcrowded. When we realize how rapidly secondary education has developed in the South during the last two decades, we wonder that not more than 10.3 per cent of the buildings are overcrowded in taking care of the great influx of pupils.



TABLE 49.—*Special features of the buildings*

Features	Total	Per cent	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Auditorium.....	774	91.7	57	77	78	57	80	43	68	43	67	117	57
Gymnasium.....	401	47.5	27	20	36	57	19	21	40	19	55	56	41
Swimming pool.....	73	8.5	7	4	5	2	2	9	11	2	12	11	9
Shower baths.....	648	76.8	45	52	60	60	76	42	54	38	62	116	45
Rest rooms for pupils.....	470	55.7	32	49	43	49	38	27	38	28	42	87	37
Rest room for teachers.....	589	69.8	34	53	57	51	49	36	64	35	42	103	45
Health clinic rooms.....	251	30.0	7	28	24	17	16	20	27	14	32	31	25
A library room.....	763	90.6	59	79	71	82	77	42	70	45	60	125	55
Separate study or session rooms.....	515	72.8	47	70	49	77	63	29	47	30	51	110	42
Recreation room.....	274	32.5	14	18	30	32	19	16	31	14	38	84	26
Lunch room.....	451	53.4	32	45	36	60	35	23	51	14	40	78	36
Activities room or club room.....	230	27.2	17	25	15	27	15	14	27	7	29	35	19
Manual training room.....	328	38.9	36	41	29	30	11	18	24	17	35	71	16
Home economics room.....	646	76.5	50	71	61	65	66	36	61	33	49	122	32
Music room.....	536	63.5	45	49	58	67	46	33	58	26	49	77	38
Fine arts room.....	159	18.8	9	19	14	21	9	9	19	6	14	28	11
Boy or girl scout room.....	77	9.1	6	7	12	19	5	6	8	3	8	10	2
Adequate athletic and playground field.....	672	80.0	52	67	64	74	68	38	60	42	56	103	45
Indoor sanitary toilets.....	757	90.0	53	78	73	85	78	43	71	47	60	115	55
Sanitary lavatories.....	767	91.0	54	80	78	79	79	43	71	48	59	121	55
Drinking fountains.....	767	91.0	56	78	73	82	81	42	69	46	63	122	55
Furnace heat (steam, water, or air).....	711	84.2	30	55	70	80	67	42	70	45	64	108	57
Modern ventilating system.....	511	60.5	34	50	56	54	42	26	52	34	37	83	43
Electric lighting.....	783	92.8	58	78	76	88	76	44	71	48	65	123	55
Ample fire escapes.....	658	77.0	42	68	61	72	81	40	66	44	46	104	45
Adjustable seats for pupils.....	359	42.5	16	51	39	36	50	24	29	20	19	46	29

A study of Table 49 shows that the special rooms and appliances peculiar to the architecture of the best modern secondary schools are becoming quite common in the Southern Association. For example, 91.7 per cent have auditoriums; 30 per cent have health clinic rooms; 90.6 per cent have separate library rooms; 53.4 per cent have a lunch room; 27.2 per cent have an activities room; 9.1 per cent have a scout room; 91 per cent have sanitary drinking fountains; 60.5 per cent have a modern ventilating system; 92.8 per cent have electric lights; 77 per cent have adequate fire escapes; and 42.5 per cent have adjustable seats for pupils. Numerous other pleasing features could be cited from the above table. Although the conditions are not ideal, they are, nevertheless, very encouraging. Although much remains to be done, yet these facts indicate how well along the movement for modern school buildings is and what form it is taking.

#### WIDER USE OF SCHOOL PLANT

Much is heard these days about "making the school a social center." Many advocates of this movement feel the public school building should be available for most of the community center activities. In this way, it is felt, a more wholesome and mutual understanding will arise between the school and its patrons. To ascertain to what extent the school building is used by outside agencies, Table 50 is presented.



TABLE 50.—Outside agencies using school buildings

	Total	Per cent of total	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-iana	Miss-issippi	North Carolina	South Carolina	Ten-nessee	Tex-as	Vir-ginia
Parent-teacher associations	206	24.4	16	21	27	19	16	11	18	11	23	38	6
Band	7	.8	1			1	2		2			1	
Clubs	117	13.8	9	13	13	6	13	6	7	10	11	17	10
Scouts	62	7.5	4	12	6	5	7	5	6		5	8	4
Hi-Y	19	2.2		4	2	1	4	4	2		1	1	
Chamber of commerce	9	1.0		3				1	2		2	1	
Community affairs	176	20.8	14	16	24	18	12	5	17	16	14	20	20
Debating clubs	2	.3		1		1							
Agricultural meetings	19	2.2		2	1	1	3		1	1	1	6	3
Churches	84	10.0	6	13	4	9	8	2	6	5	12	7	12
Tourists	1	.2		1									
Athletics	12	1.4		1	1	3	1	1	2		1	1	1
Womans' club	44	5.2	3	4	9	8		3	12	1	1	3	3
Part-time school	2	.3		1								1	
Forum	1	.2		1									
Lecturers	14	1.7	2	1	1	2	1	1	2	1		3	
Lodges	25	3.0	1	1	5	3	5	1	2		1	2	4
W. C. T. U.	6	.7		2	1		1						2
Night school	22	2.6	1	1	3	1			4		2	6	4
Orchestra	6	.7	1	1	1	1	1		1				
American Legion	24	3.0		1	5	4	1	2	3	2	2	2	2
Piano teachers	6	.7		2		1	2		1				
Camp Fire Girls	6	.7	1	1	1	1	1		1			1	
State examinations	1	.2	1	1									
Lyceum	27	3.2	1	1	1	6	3	3	3	3		6	
Y. M. C. A.	9	1.0	1	1		1	1	2				2	1
Y. W. C. A.	5	.6		1				1	1			1	1
Children's movies	2	.3	1	1									
Seminary	1	.2				1							
Red Cross	5	.6				2						2	1
Chautauqua	6	.7				1			3			1	1
Expression classes	2	.3				1			1				
Musicals	7	.8	1		1	1						3	1
Summer school	2	.3				1				1			
Extension classes	17	2.0	5		1	2	2	2	4			1	
Men's Volley Ball	1	.2				1							
United Daughters of the Confederacy	6	.7			2			1	1	1			1
Child welfare	1	.2											1
Health clinic	8	.9			1		1	1	1	1		2	1
Trainmen	2	.3			1						1		
Conventions	3	.4					1			1		1	
Picture shows	1	.2					1						
Art teachers	1	.2					1						
Teachers college	1	.2					1						
Daughters of the American Revolution	1	.2						1					
Trade school	2	.3						1				1	
Little theater	2	.3										2	
Post Office	1	.2								1			

A study of Table 50 shows that 48 different activities use the school building for their meeting place. The chief ones are parent-teacher associations, community affairs, clubs, lodges, and lyceums. The range of activities covers numerous activities in the physical, mental, aesthetic, political, moral, and social world. Seemingly, all of them are legitimate activities and should be encouraged. Most of them are closely related to the activities of the school and have a claim upon the use of its building.

## MAPS

Tables 51 and 52 give the data on maps. They show the types and kinds found in the school, the number of each, and how they are cared for or stored.

TABLE 51.—Map equipment of the schools

## 1. PHYSICAL MAPS

Number	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Louis-i-ana	Miss-issippi	North-Carolina	South-Carolina	Ten-nessee	Tex-as	Vir-ginia
None.....	90	10.6	18	4	7	10	14	5		4	9	12	7
Under 3.....	105	12.4	6	12	4	13	17	6	5	4	6	24	8
3-6.....	170	20.1	17	18	14	23	11	11	26	10	14	18	6
7-10.....	122	14.5	6	18	8	11	10	6	13	9	7	26	8
11-15.....	60	7.1	2	3	7	3	5	6	9	5	4	10	6
16-20.....	16	1.9	1	3	2	1	2	1			2	3	1
21-25.....	17	2.0		1	2	1	3	1	3	1	1	2	3
Over 25.....	31	3.7	2	4	2	3	9	1	1		1	4	4
Not reporting.....	233	27.7	7	22	36	32	18	9	19	16	25	33	18

## 2. BLACKBOARD OUTLINE MAPS

None.....	138	16.3	12	15	10	16	23	6	3	4	15	22	13
Under 3.....	144	16.9	15	11	12	13	13	10	12	12	7	31	8
3-6.....	149	17.7	10	17	13	12	10	6	34	9	6	23	9
7-10.....	40	4.7	3	4	1	5	5	5	5	1	3	4	4
11-15.....	25	3.0		4	2	1	4	2	1	4	1	5	1
16-20.....	7	.8	1		1		1	1	1	1	1		7
21-25.....	8	.9			2	1	1		1			3	
Over 25.....	11	1.2	1	1	2		2	2					3
Not reporting.....	322	38.5	17	33	39	49	30	14	19	18	36	44	20

## 3. HISTORICAL SERIES MAPS

None.....	19	2.2				7	2				7		3
Under 3.....	95	11.2	5	14	4	13	14	3	7	7	7	9	12
3-6.....	255	30.5	18	26	16	28	26	14	22	22	20	47	17
7-10.....	62	7.3	2	14	1	7	4	5	10	1	4	8	6
11-15.....	61	7.2	6	5	4	7	11	5	4	4	5	5	5
16-20.....	35	4.1	2	4	6	3	3	1	2	1	4	8	1
21-25.....	37	4.3	2	4	5	7	5	2	4	2	4	1	1
Over 25.....	174	20.6	19	10	27	11	21	10	14	7	3	48	6
Not reporting.....	106	12.6	5	8	20	14	3	6	13	5	15	8	9

## 4. POLITICAL SERIES MAPS

None.....	54	6.4	4	7	3	7	9			13	8		3
Under 3.....	165	19.9	8	15	8	19	24	13	6	12	12	34	14
3-6.....	153	18.1	13	20	14	19	13	8	22	11	4	20	9
7-10.....	87	10.2	7	12	3	8	11	5	17	5	5	10	4
11-15.....	78	9.2	5	6	12	10	8	6	8	3	7	8	5
16-20.....	30	3.5	2		7	8	2	3		1	1	5	1
21-25.....	22	2.6	3	1	1	1	3	1	5	2	1	4	
Over 25.....	53	6.3	6	6	4	1	9	4	2		1	16	4
Not reporting.....	202	23.8	11	18	30	24	10	6	16	15	25	27	20



TABLE 52.—How maps are cared for

	Total	Per cent of total	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
Cases	324	50.9	16	34	22	43	54	16	17	13	27	66	16
Attics	1	.2				1							
Covers	4	.5		3					1				
Wrapped	2	.3		1	1								
Storeroom	38	4.5		5	2	4	3	4	7	1	2	7	3
Tripods	30	3.6	4	2	4	1	3	2	5	2	2	5	
Cabinets	79	9.3	13	6	15	7	5	8	4	6	5	4	6
Rollers	17	2.0	1	1	3		1	2	1		4	2	2
Rooms	104	12.3	9	10	11	7	9	9	14	7	2	19	7
Closets	20	2.5	4	2	1	1	1				2	2	7
Racks	28	3.3	2	3	5	3	1		5	2	2	4	1
Lockers	19	2.3	3	2	3		1	4		2	3	1	
Hangers	9	1.0		2		1	1			1	1	3	
Stands	29	3.4	3		1	3	5	2	2		2	6	5
Forms	5	.6	1			1	1	1			1		
Office	10	1.2				1		2	2	4			1
Cranes	1	.2				1							
Vault	4	.5	1					1				2	
Shelves	3	.4	1				2						
Holders	1	.2					1						
Esels	3	.4					1		1			1	
Mounted	1	.2								1			
Safe	1	.2									1		

The commission has never been able to set a standard on maps. It is one of the numerous problems it now has under solution. Table 51 shows that, of the schools answering, the median number of physical maps per school is between 3 and 6, the mode is the same; of the blackboard outline maps, the median number per school is under 3 and the mode is between 3 and 6; of the historical series maps, the median number per school is between 3 and 6, and the mode is also the same; and of the political series maps, the median number per school is between 3 and 6 and the mode is under 3. In other words, the median number of maps of various kinds is from 3 to 6 to a school.

Table 52 shows that the most common way of storing maps is in cases; 324 of the schools use cases, 104 schools just hang them in the rooms, 79 use cabinets, and 38 put them in storerooms. It is readily seen that there is no one way of storing or caring for the maps in these association schools.

#### LIBRARY

The next series of seven tables is given to show the present status of the library. An effort was made to see if there is a library room; if there is a librarian; if the library is card indexed; number of volumes in library; the annual appropriation for the upkeep of the library; and the number of magazines subscribed for. These facts are found in Table 53 and 54.

TABLE 53.—*Status of the library*  
IS THE LIBRARY IN A SEPARATE ROOM?

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
Yes.....	735	87.2	56	70	73	76	75	41	67	42	60	121	4
No.....	80	10.1	3	9	5	20	12	5	4	5	8	10	1
Blank.....	23	2.7		6	4	1	2		5	2	1	1	1

HAS YOUR LIBRARY A CARD INDEX?

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
Yes.....	620	73.5	41	69	58	72	63	37	58	19	51	107	45
No.....	157	18.6	18	12	18	14	20	5	10	23	10	19	8
Blank.....	67	7.9		4	6	11	6	4	8	7	8	6	7

DO YOU EMPLOY A FULL-TIME LIBRARIAN?

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
Yes.....	201	23.8	14	18	18	19	8	6	17	7	16	65	13
No.....	588	69.7	41	59	58	74	79	40	56	38	51	55	37
Blank.....	55	6.5	4	8	6	4	2		3	4	2	12	10

DO YOU EMPLOY A PART-TIME TEACHER-LIBRARIAN?

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
Yes.....	471	55.8	39	46	46	57	53	37	46	22	41	56	36
No.....	298	35.3	21	30	25	34	29	9	24	18	21	70	17
Blank.....	75	8.9	4	12	11	6	7		6	9	7	6	7

NUMBER OF VOLUMES IN LIBRARY

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
Under 500.....	40	4.7	3	4	3	4	5	1	1	6	5	5	3
500-1,000.....	317	37.8	23	43	32	52	46	19	20	22	16	10	25
1,001-2,000.....	283	33.6	16	26	23	19	28	15	28	7	21	41	9
2,001-3,000.....	156	18.5	11	5	12	12	6	9	18	7	17	44	15
Over 3,000.....	42	4.8	1		4	7	1	1	2	2	4	17	3
Not reporting.....	56	6.6	5	7	8	3	3	1	7	5	6	6	5

TABLE 54.—*Library appropriations—magazines*

ANNUAL APPROPRIATION FOR LIBRARY

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
None.....	2	0.3					1		1				
\$50 or less.....	47	5.6	3	4	6	12	2		3	5	4		6
\$51-\$100.....	140	16.6	10	7	10	20	22	4	16	9	15	9	18
\$101-\$300.....	337	39.9	25	39	26	44	41	24	23	17	31	48	19
\$301-\$500.....	115	13.6	10	9	12	4	8	12	5	5	6	36	8
Over \$500.....	79	9.3	4	8	4	9	4	3	13		3	30	1
Not reporting.....	124	14.7	7	18	22	8	11	3	15	13	10	9	8

NUMBER OF MAGAZINES SUBSCRIBED FOR LIBRARY

	Total	Per cent	Ala-bama	Flor-ida	Geor-gia	Ken-tucky	Lou-isi-ana	Miss-issippi	North Carolina	South Carolina	Ten-nes-see	Tex-as	Vir-ginia
None.....	32	3.9	1	3	1	5	10	1		4	2	2	3
Less than 5.....	129	15.3	6	16	12	22	19	3	11	10	9	13	8
5-15.....	427	50.5	37	45	38	42	52	23	36	25	36	64	29
16-25.....	105	12.4	5	8	15	12	3	13	12	4	6	20	7
26-35.....	42	5.0	7	1	5	2		2	2	1	4	13	5
36-45.....	20	2.4	1	2	1	3	1	3	3		1	3	2
46-50.....	4	.5				1					1	2	
More than 50.....	11	1.3				2			4			4	1
Not reporting.....	74	8.7	2	10	10	8	4	1	8	6	10	11	5



Practically seven-eighths of the schools, 87.2 per cent of them, have their libraries in separate rooms; and practically three-fourths of them, or 73.5 per cent, have their libraries card indexed. This is fairly good; considering the fact that the Southern Association high school is not large. Of course these deficiencies, as a rule, occur in the smaller secondary school.

Not quite one-fourth, 23.8 per cent, of the schools have full-time librarians; but more than one-half, 55.8 per cent, of the others have part-time librarians; that is, 79.6 per cent of the schools have either a part or a full time librarian. Here, again, probably the small high school is the one that is short this service.

The standard for the library reads:

The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have 500 volumes, exclusive of duplicates and Government publications.

Table 53 shows that 40 schools, or 4.7 per cent of them, are under the standard of 500 volumes and need the attention of the association. On the other hand, it is pleasing to note that 37.8 per cent of them have between 500 and 1,000 volumes; that 27.6 per cent have between 1,001 and 2,000 volumes; that 18.5 per cent have between 2,001 and 5,000 volumes; and 4.8 per cent have over 5,000 volumes. Apparently, the quantity of books is adequate to meet the standard set by the association.

Table 54 shows that 22.5 per cent of the schools appropriate less than \$100 a year for the upkeep of the library, that 39.9 per cent appropriate between \$101 and \$300, that 13.6 per cent appropriate between \$301 and \$500, and 9.3 per cent appropriate over \$500 a year for the maintenance of their libraries. It would seem that this is not sufficient allowance to keep these libraries on the best working basis of efficiency.

Table 54, giving data on magazines, is rather hopeful. A little more than one-half, 50.5 per cent, of the schools subscribe for from 5 to 15 magazines a year; 12.4 per cent, from 16 to 25; and 9.2 per cent, over 25 a year. The discouraging thing is that 3.9 per cent of the schools subscribe for none, and 15.3 per cent take less than 5 a year.

In the North Central Association 31.6 per cent of the schools have full-time librarians, while 55.6 per cent employ a part-time librarian. These figures for the Southern Association are 23.8 per cent and 55.8 per cent, respectively.

## PART X. ORGANIZATION, ADMINISTRATION, AND POLICIES

In showing the extent of certain forms of organizations within the schools, Table 55 has been prepared. To cover certain phases of organization and administration, the table has 17 subdivisions in it which are self-explanatory.

TABLE 55.—Extent of certain forms of organization, administration, and policies.

ARE PUPILS GENERALLY ENCOURAGED TO PURSUE MUSIC, PHYSICAL EDUCATION, FINE AND PRACTICAL ARTS IN ADDITION TO THEIR FOUR REGULAR STUDIES?

	Total	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Yes.....	737	87.4	50	77	77	85	78	43	63	38	58	119	49
No.....	45	5.3	6	2	3	6	2	1	2	7	8	4	5
Not reporting.....	62	7.3	3	6	2	7	9	2	11	4	3	9	8

DO YOU EMPLOY ANY FORM OF SUPERVISED STUDY PLAN AS PART OF A RECITATION?

Yes.....	536	63.5	36	69	55	48	81	22	44	32	39	68	42
No.....	274	32.5	18	14	22	42	7	21	29	17	29	40	15
Blank.....	34	4.0	5	2	5	7	1	3	3	1	1	4	3

### MODE OF INDICATING TERM MARKS

Letters.....	318	37.7	18	21	42	00	20	15	30	14	21	55	22
Figures.....	487	57.7	38	68	38	33	66	28	41	35	44	71	35
Not reporting.....	39	4.6	3	0	2	4	3	3	5	1	4	6	3

DO YOU EMPLOY A SYSTEM OF HONOR POINTS BASED ON QUALITY (NOT QUANTITY) OF WORK DONE?

Yes.....	165	19.8	14	15	20	23	7	5	11	5	12	34	19
No.....	563	66.5	40	64	50	57	70	32	53	37	45	82	33
Not reporting.....	116	13.7	5	6	12	17	12	9	12	7	12	16	8

### NUMBER OF SCHOOLS HAVING PAID PHYSICAL DIRECTOR

For boys.....	366	43.4	27	50	41	34	29	27	27	18	34	51	28
For girls.....	303	35.9	22	43	30	36	15	27	23	14	27	45	21
For boys and girls.....	82	9.7	7	10	11	16	2	4	9	1	10	4	9

### NUMBER OF SCHOOLS HAVING CERTAIN PAID OFFICERS

School physician.....	113	13.4	14	8	13	13	6	3	7	7	14	16	17
School dentist.....	40	4.7	8	2	2	4	3	1	3	2	3	5	7
School nurse.....	199	23.6	13	18	14	23	10	7	17	10	23	35	29
Athletic coach.....	734	80.9	56	73	71	76	74	43	61	41	61	128	60



TABLE 55.—Extent of certain forms of organization, administration, and policies—Continued

## NUMBER OF CLASSES TAUGHT DAILY BY COACH

	Total	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
None.....	53	7.2	2	6	5	8	1	1	2	4	12	8	4
1 class.....	18	2.4	1	3	2	2	1	3	3	2	6	1	2
2 classes.....	49	6.7	5	5	1	7	2	3	6	...	6	11	3
3 classes.....	117	15.9	4	17	5	10	7	9	12	10	10	22	11
4 classes.....	247	33.7	18	24	23	23	27	11	23	8	20	54	16
5 classes.....	191	25.1	21	13	27	19	33	12	12	11	9	25	9
Over 5 classes.....	27	3.7	2	2	3	6	2	1	2	1	2	4	2
Not reporting.....	32	4.3	3	3	5	3	1	3	1	5	2	3	3

## SUBJECTS TAUGHT BY THE COACH

Agriculture.....	32	3.8	3	1	3	3	2	...	1	1	10	5	3
Algebra.....	47	5.6	2	4	4	6	10	1	3	1	2	13	1
Anatomy.....	1	.2	...	...	...	1	...	...	...	...	...	...	...
Bible.....	1	.2	...	...	...	...	...	...	...	...	1	...	...
Biology.....	29	3.4	4	3	3	1	5	1	1	2	4	3	2
Botany.....	1	.2	...	...	...	...	...	1	...	...	...	...	...
Chemistry.....	44	5.2	4	2	5	7	8	1	1	2	3	7	4
Civics.....	28	3.3	3	2	2	...	5	3	7	...	2	4	...
Commercial.....	32	3.8	3	1	1	1	6	4	4	1	4	6	1
Economics.....	3	.4	...	...	...	...	1	...	...	...	1	...	1
English.....	24	2.9	3	1	1	4	3	...	6	...	2	...	4
Expression.....	2	.3	1	...	...	...	...	...	1	...	...	...	...
French.....	11	1.3	2	...	2	...	...	...	1	2	2	...	1
Folk dancing.....	2	.3	...	...	1	1	...	...	...	...	...	...	...
Geography.....	19	2.3	...	...	...	2	5	2	3	2	1	2	2
Geometry.....	31	3.7	4	1	1	4	11	...	1	1	1	5	2
Greek.....	1	.2	...	...	...	...	...	...	1	...	...	...	...
History.....	132	15.6	6	18	17	17	12	5	8	6	9	24	10
Hygiene.....	3	.4	...	...	...	2	...	...	...	...	...	...	1
Latin.....	11	1.3	...	1	1	...	3	1	2	...	1	1	1
Manual training.....	28	3.3	8	5	1	1	3	1	1	...	3	5	...
Mathematics.....	167	19.9	6	13	23	13	29	12	14	12	2	32	11
Mechanical drawing.....	3	.4	...	...	...	1	...	...	...	...	1	1	...
Music.....	2	.3	...	1	...	1	...	...	...	...	...	...	...
Physical education.....	75	8.9	7	16	3	8	1	4	8	3	8	10	7
Physics.....	36	4.3	4	4	3	9	4	3	1	2	4	1	1
Physiography.....	2	.3	1	...	...	...	...	...	...	...	...	1	...
Physiology.....	8	.9	...	...	...	1	...	...	1	...	1	3	2
Public speaking.....	1	.2	...	...	...	1	...	...	...	...	...	...	...
Science.....	177	20.9	17	18	18	10	29	13	15	11	15	26	6
Sociology.....	1	.2	...	1	...	...	...	...	...	...	...	...	...
Spanish.....	12	1.4	...	1	1	...	2	...	...	...	1	6	1
Spelling.....	3	.4	...	...	...	...	...	2	...	...	...	...	1
Story telling.....	1	.2	...	...	...	1	...	...	...	...	...	...	...
Teacher training.....	3	.4	...	1	...	...	...	1	1	...	...	...	...
Trigonometry.....	1	.2	...	...	...	...	...	...	...	...	...	...	...
Vocational.....	2	.3	1	...	...	1	...	...	...	...	...	...	...
Vocational education.....	1	.2	...	1	...	...	...	...	...	...	...	...	...
Vocational guidance.....	1	.2	...	1	...	...	...	...	...	...	...	...	...
Zoology.....	1	.2	...	...	...	1	...	...	...	...	...	...	...

## DO YOU FAVOR A 60-MINUTE CLASS PERIOD?

Yes.....	335	51.6	15	58	39	38	78	17	36	29	21	73	32
No.....	309	43.7	42	22	39	56	11	26	33	18	44	53	25
Not replying.....	40	4.7	2	5	4	3	...	3	7	2	4	7	2

IS IT YOUR POLICY ALWAYS TO GIVE AN INEXPERIENCED BEGINNING TEACHER FEWER CLASSES TO TEACH PER DAY THAN YOU DO AN EXPERIENCED TEACHER?

Yes.....	415	40.2	29	55	41	55	43	20	33	16	38	54	31
No.....	300	35.5	24	10	27	29	40	18	29	25	21	54	19
Blank.....	129	12.3	6	14	14	13	6	10	14	8	10	24	10



TABLE 55.—Extent of certain forms of organization, administration, and policies—Continued

DO YOU HAVE THE SAME SALARY SCHEDULE FOR ELEMENTARY TEACHERS AS FOR HIGH-SCHOOL TEACHERS, PROVIDED QUALIFICATIONS ARE EQUAL?

	Total	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Yes.....	174	20.6	8	17	12	16	15	6	42	9	12	22	15
No.....	512	60.7	34	56	59	59	63	29	15	37	33	94	33
Blank.....	158	18.7	17	12	11	23	11	11	19	3	24	16	12

## NEW REQUIREMENTS FOR TEACHERS

Specialization in subjects taught and professional training.....	41	4.8	5	4	5	2	1	1	3	4	8	5	3
Preparation to conduct some extra-curricular activity.....	1	.2				1							
Degree from standard college.....	302	35.8	8	37	23	35	41	14	15	12	33	63	21
Courses in education.....	26	3.1	1	1	2	7	3		3		2	3	4
State requirements.....	15	1.6	1	3		1	4		4	1			1
Summer study.....	70	8.3	4	3	12	10	3	15	4	5	5	8	1
Two or three years' college work.....	3	.4	1						1		1		
State certificates.....	18	2.1							8		2	7	1
Association requirements.....	13	1.5	1	2	2	2		1	1	2	1	1	
Previous experience.....	75	8.9	3	11	4	7		3	5	2	8	23	9
Extension classes.....	4	.5	2			1	1						
Travel.....	3	.4		2				1					
Physical examination.....	1	.2						1					
Reading classes.....	14	1.6		1	1	2	1	1	2	2	1	1	2
Increased number holding degree.....	2	.3				2							
Special courses in hygiene and physical education.....	4	.5											4
Ability to supervise training of student teachers.....	1	.2											1

## DO YOU HAVE A PARENT-TEACHER ASSOCIATION?

Yes.....	186	57.5	42	50	45	49	49	30	41	26	34	100	20
No.....	317	37.6	17	33	32	43	38	13	30	21	29	28	33
Blank.....	41	4.9		2	5	5	2	3	5	2	6	4	7

## HOW LONG HAS IT BEEN ORGANIZED?

Before 1915.....	28	7.8	3	1	1	4	3	3	1		3	17	2
Between 1915-1920.....	130	26.7	5	15	10	10	11	6	11	4	14	37	6
Since 1921.....	267	55.0	29	32	27	30	30	14	24	20	16	35	10
Not reporting.....	51	10.5	4	2	7	5	5	7	5	2	1	11	2

## ARE ATTENDANCE AND SCHOLARSHIP RECORDS ACCURATELY KEPT AND FULLY PRESERVED?

Yes.....	844	100.0	50	85	82	97	99	46	76	49	69	132	60
No.....	0	.0											

## COULD YOU FURNISH FROM THE RECORDS IN YOUR OFFICE ALL STUDENTS WITH A FULL AND COMPLETE TRANSCRIPT OF THEIR HIGH-SCHOOL RECORD?

Yes.....	834	98.8	57	82	82	95	87	46	76	49	69	131	60
No.....	4	.5	1	2								1	
Not replying.....	6	.7	1	1		2	2						

## FROM WHAT YEAR COULD YOU FURNISH THESE DATA?

Before 1900.....	39	4.6	1	1	5	9	3	1		2	4	7	6
1900-1910.....	180	21.3	13	10	13	20	13	7	15	10	17	23	19
1911-1915.....	190	23.2	11	15	28	18	29	10	22	9	13	28	13
1916-1920.....	263	31.5	19	29	25	24	25	16	23	20	25	44	13
1921-1925.....	110	13.0	9	25	6	8	14	7	9	7	4	16	5
Not replying.....	56	6.6	0	5	5	5	5	5	7	1	6	4	4



It is seen that 87.4 per cent of the schools encourage pupils to take more than four studies. This is 90.6 per cent for the North Central Association.

If nearly two-thirds of the schools, 63.5 per cent of them, employ some form of supervised study, it shows clearly the movement is making very rapid progress and is fast approaching a status of general practice. This figure is 50.7 per cent for the North Central Association. One wonders if there is as much really directed study carried on as is indicated; or if this really means in many cases the time-honored "supervised study hall."

It is interesting to note that 57.7 per cent of the schools use figures in recording term marks and that 37.7 per cent use letters.

The practice of using a system of honor points has made but little headway, as only 19.8 per cent of the schools so far use it.

The position of paid physical director is well established. Practically nine-tenths of the schools have such a person.

The facts that 13.4 per cent of the schools have a school physician, 4.7 per cent have a school dentist, and 23.6 per cent have a school nurse indicate that the health phase of education in high school is receiving considerable attention. Since the whole movement is yet in its infancy these figures are encouraging. As stated above, the position of coach or physical director, frequently the same person, is established in the faculties of the secondary schools. The table shows that 86.9 per cent of all the schools have an athletic coach.

Of the 734 coaches, only 53 do not do some teaching. This is a wholesome situation, as it indicates that the coach is an integral part of the school and not some so-called "business man" who comes up for coaching after school hours. The arrangement frequently causes trouble and in some quarters there is a strong feeling that one standard of the association should be that the athletic coach must be a regular member of the school faculty. The table shows that 79.4 per cent of all the coaches teach three or more classes per day; and 9.1 per cent teach one or two classes per day. This is a very satisfactory condition. Doubtless a goodly number of those 53 who do no teaching are regular faculty members who are otherwise engaged in regular school duties.

The subjects a coach teaches are varied. By combining the related subjects under some general heading we have 35.7 per cent teaching science in addition to coaching, 29.1 per cent teach mathematics, 19.1 per cent teach the social sciences, 4.1 per cent teach a foreign language, and 3.7 per cent teach English. The most common combination with coaching is teaching science. This, in some ways, is the worst possible combination, due to the fact that the science teacher has double laboratory periods which consume much time for teaching and keeping cleaned up.



A little over one-half of the principals, 51.6 per cent of them, favor a 60-minute class period. This substantiates the statement above where 63.5 per cent of them say they use some form of supervised study. The two conditions usually go together.

It is interesting to note that approximately one-half of the principals, 49.2 per cent of them, give the new inexperienced teacher fewer classes to teach. This should allow for quicker and better adaptation on the part of the teacher and better instruction for the children.

There is in many places to-day a strong demand that the salary schedule be based on training, experience, and successful performance, instead of on the old idea of sex and grade taught. In other words, the advocates of this principle say that if, for example, a teacher holds a college degree, has had certain successful years of experience, and is rated superior by her supervisor, she should get the maximum salary, no matter whether she teaches the first or the twelfth grade work. That this movement is making some headway is evidenced by the fact that in 174 schools, or 20.7 per cent of them, there is in practice such a salary schedule to-day.

That the requirements of teachers are growing more rigid is evidenced by the fact that 4.8 per cent of the principals require subject-matter specialization in addition to some professional training, that 8.3 per cent are requiring summer study, that 8.9 per cent demand previous teaching experience, and that 35.8 per cent demand college degrees. This is one of the most hopeful phases of secondary education seen to-day.

That the parent-teachers' association is rather new and yet undeveloped is seen from this table. Only 57.5 per cent of the schools have such an organization and 55 per cent of these have been organized within the last five years. Much work here remains to be done.

Only 10 schools do not have satisfactory attendance and scholarship records. Of course, this is one of the requirements of the association. Only 4.6 per cent of the schools have any records previous to 1900, 21.3 per cent of the balance start between 1900 and 1910, 23.2 per cent start between 1911 and 1915, 31.3 per cent start between 1916 and 1920, and 13 per cent can not go back of 1921. When we recall that the southern high school is a new development and that it got under way fairly well in most of the Southern States between 1900 and 1910, this situation is about what one would expect regarding records and reports. Apparently, this is not so much a fault of the principal in his administrative duties as it is a register of the newness of the southern high school.



## EXTRACURRICULAR ACTIVITIES

Table 56 shows certain facts about the organization and administration of the extracurricular activities of the schools. The table contains eight divisions.

TABLE 56.—*Certain phases of extracurricular activities*

## DO YOU HAVE ANY DEFINITE FORM OF PUPIL PARTICIPATION IN SCHOOL CONTROL?

	Total	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Yes.....	382	45.0	31	55	34	36	28	14	40	41	39	42	42
No.....	435	51.8	27	27	48	53	59	29	34	26	27	86	17
Not reporting.....	27	3.2	1	3	---	6	2	3	2	2	3	4	1

## DO YOU HAVE TEACHER-PUPIL COUNCILS WHICH TAKE CHARGE OF CERTAIN SCHOOL MATTERS?

	Total	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Yes.....	464	55.0	38	66	37	55	30	23	43	22	42	66	44
No.....	347	41.1	22	18	42	38	57	20	28	25	24	61	12
Not reporting.....	33	3.9	1	1	3	4	2	3	5	2	3	5	4

## DO YOU HAVE HONOR SOCIETIES?

Number of schools that are members of the National Honor Society.....	39	4.6	10	2	1	4	1	---	10	---	3	8	---
Number of schools that are members of some other honor society.....	15	1.8	3	2	3	1	1	1	1	---	---	1	2

## DO ANY OF YOUR PUPILS BELONG TO SECRET SOCIETIES?

Yes.....	41	4.8	1	2	7	5	4	2	2	---	11	2	3
No.....	785	93.1	56	82	74	90	86	42	70	48	66	129	53
Not reporting.....	18	2.1	2	1	1	2	---	2	4	1	2	1	1

## DO YOU PUBLISH A SCHOOL PAPER?

Yes.....	461	54.7	25	44	43	55	35	21	45	27	40	85	41
No.....	362	42.8	33	39	37	40	51	22	29	22	29	45	18
Not reporting.....	21	2.5	1	2	2	2	3	3	5	---	---	2	1

## DEAN OF GIRLS

Number of schools having a dean of girls.....	224	26.5	12	31	17	33	10	8	24	11	24	42	12
Number of deans teaching no periods.....	47	22.0	---	---	2	8	---	2	6	1	11	15	2
Number teaching 1 period.....	3	1.0	---	---	---	1	---	---	1	---	---	1	---
Number teaching 2 periods.....	20	9.0	3	5	1	2	1	---	4	---	---	3	1
Number teaching 3 periods.....	28	12.5	2	10	1	2	1	2	2	2	2	2	2
Number teaching 4 periods.....	52	23.2	1	10	7	6	3	1	6	5	5	5	3
Number teaching 5 periods.....	64	28.5	4	6	6	11	5	3	5	3	5	13	3
Number teaching 6 periods.....	10	4.4	2	---	---	3	---	---	1	---	---	3	1
Number paid an extra salary.....	81	36.1	6	11	11	9	1	---	11	4	8	12	8
Number paid no extra salary.....	143	63.9	6	20	6	24	9	8	13	7	16	30	4



TABLE 56.—*Certain phases of extracurricular activities—Continued*

## ATHLETIC ORGANIZATIONS

	Total	Per cent of all	Alabama	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	South Carolina	Tennessee	Texas	Virginia
Number of schools having a football team.....	674	80.0	52	64	67	65	62	42	57	46	51	125	43
A baseball team.....	678	80.3	57	73	61	62	54	44	67	43	53	112	52
Indoor baseball team:													
1. Boys.....	147	17.4	6	19	6	12	21	10	18	5	8	38	4
2. Girls.....	190	22.5	10	19	9	13	32	14	23	2	11	48	9
Track team.....	679	80.6	23	54	70	51	74	37	45	32	41	115	37
Hockey team.....	50	5.9	1	1	3	6	2	3	14	5	4	7	4
Tennis team:													
1. Boys.....	407	48.2	18	41	34	30	41	35	40	10	33	102	23
2. Girls.....	335	40.0	16	30	18	30	30	30	35	5	26	100	18
Swimming team:													
1. Boys.....	87	10.5	4	25	13	2	1	5	11	5	9	6	6
2. Girls.....	83	9.8	3	23	7	1	1	5	12	2	7	16	6
3. Mixed.....	10	1.2		10									
Debating team:													
1. Boys.....	422	50.0	20	53	50	38	23	23	27	25	32	105	26
2. Girls.....	310	36.7	10	29	30	28	22	10	27	15	22	99	18
3. Mixed.....	230	27.2	6	20	26	43	14	18	37	15	20	6	17
Band:													
1. Boys.....	183	19.5	12	13	20	15	5	4	13	7	18	45	11
2. Girls.....	8	.9		1					2			4	1
3. Mixed.....	83	9.8	2	14	3	13	4	5	8	2	3	25	4
Orchestra:													
1. Boys.....	133	15.7	8	17	19	10	4	6	11	8	14	20	16
2. Girls.....	64	7.6	3	7	7	16	4	1	1	6	4	9	6
3. Mixed.....	333	39.8	18	49	26	40	15	15	34	19	22	77	18
Glee club:													
1. Boys.....	221	26.2	19	35	14	25	8	9	25	10	22	41	13
2. Girls.....	281	33.3	17	34	10	41	22	12	31	11	20	67	16
3. Mixed.....	227	26.9	14	28	19	21	23	17	29	17	26	33	9
Military cadets.....	72	8.5	6	1	14	5	2	2	1	3	11	18	9
Scouts:													
1. Boys.....	126	14.9	9	16	12	13	14	8	12	6	8	22	6
2. Girls.....	88	10.4	6	11	10	11	5	3	11	4	5	17	5
H-Y team:													
1. Boys.....	270	32.0	19	19	22	42	25	28	31	3	27	36	13
2. Girls.....	139	16.5	9	12	6	32	6	25	10	3	14	16	6

IS CREDIT FOR GRADUATION, IN ADDITION TO THE REGULAR CREDIT OF THE SCHOOL, GIVEN FOR—

Literary society work.....	99	11.7	6	11	15	13	3	4	6	2	2	30	7
Debating.....	116	13.7	8	10	18	14	2	9	9	1	2	41	9
Work on high-school paper.....	89	10.3	1	16	14	12	3	7	7		2	34	8
Athletics.....	86	10.1	4	15	7	13	2	1	5	1		20	5
Student club work.....	67	7.9	2	17	9	8	1	3	4	1	4	21	5
Orchestra and glee club.....	184	21.8	10	28	11	31	1	11	13	3	11	65	10
Physical education.....	21	2.5		8		2						6	3
Journalism.....	1	.2		1									
Dramatics.....	10	1.2	1	4		1			3			1	
Library training.....	2	.3		1								1	
Public speaking.....	6	.7		1		1				1	1	2	
Band.....	9	1.0	2	1					1			3	1
Scout work.....	5	.6	2	1								2	
H-Y.....	2	.3		1		1							
Girls Reserve.....	12	1.4										2	
R. O. T. C.....	9	1.0			2				1	1	1	4	3
Expression.....	9	1.0	1		2						2		
Student council.....	1	.2			1								
Junior Red Cross.....	1	.2			1								
Life savings.....	1	.2					1						
Interscholastic League.....	3	.4										3	

Nearly one-half of all the secondary schools, 45.2 per cent of them, have some definite form of pupil participation in school control. The movement seems to be best developed in Florida, where 64.7 per cent of the schools have the work. Mississippi seems to have done less



on it, where only 14 schools, or 30 per cent, have such a form of activity.

Again, it is encouraging to see that 55 per cent of the schools have some form of teacher-pupil councils which play a part in the control of the school. This problem and the one above are closely related of course. Florida is again the leading State in this matter. She has 77.6 per cent of her schools with this activity.

The National Honor Society has few members among the southern schools—only 39. This is due primarily to the fact that the organization is yet rather new and confined mostly to a few of the States of the Middle West. Only 15 schools belong to any other honor society.

Table 56 shows that 48 principals have to contend with secret societies in their secondary schools. Of course, 4.8 per cent is not an alarming number of schools, yet it is serious and is sufficiently important to warrant careful scrutiny.

Perhaps there is no extracurricular activity more in popular favor than the high-school paper; 54.7 per cent of the schools publish one. The writer ventures the statement that the balance would finance the matter, if they could.

One of the newer phases of secondary-school development is the "dean of girls," as she is usually called. Table 56 shows that 224 schools, or 26.5 per cent of them, have such a school official. This shows that the movement is making very rapid headway in the South. The table shows still further that 22 per cent of these 224 deans of girls do no teaching and that the other 78 per cent teach all the way from one class per day to a full load. In the opinion of many educators, this is a wise principle of administration. Since the work of the dean of girls is not yet thoroughly established in the minds of the general public, it is perhaps wise that at first she teach part of the time. As her duties grow and her influence spreads, perhaps it will be advisable eventually to relieve her of her teaching duties.

That the position calls for a special service and demands a special type of talent in the mind of the principal is shown by the fact that 36.1 per cent of the schools pay an extra salary to this person.

A study of Table 56 shows that the major sports of football and baseball are well entrenched in the programs of the secondary schools of the association. Track is also one of the strong physical activities. Since 48.2 per cent of the schools have boys' tennis teams, and 40 per cent have girls' tennis teams, this activity also is becoming quite popular. When we turn from the physical activities to those having to do with the development of the literary and aesthetic phases of the school, we find also a promising situation. It is evident from a study of the table that the school band, school orchestra, and school glee club are receiving increased attention. The boys seem to lead in the band and orchestra organizations, while the girls are in the lead in



glee clubs. When one considers the age of the southern high school and the financial handicaps under which it has worked, it is encouraging to know that as many schools have these activities as the table shows.

Debating is also a popular activity among the schools; 50 per cent of them have boys' debating teams, 36.7 per cent have girls' debating teams, and 27.2 per cent have mixed debating teams. This shows a very good situation.

Scouting is also getting a hold, as is evidenced by the fact that 14.9 per cent of the schools have boy scout troops and 10.4 per cent have girl scout troops.

The Hi-Y movement is one of the newer activities of the secondary school. That it is getting a good foothold in the Southern Association is evidenced by the fact that 32 per cent of the schools have Hi-Y teams for boys, while 16.5 per cent have Hi-Y teams for girls.

One of the mooted questions in secondary school administration to-day is the advisability of having military training at that age level. It is interesting to note here that 72 schools, or 8.5 per cent of all of them, have some form of military training. When we stop to realize that there are 133 preparatory schools in the Southern Association and that a goodly number of these are military in their nature, we realize that military training, so called, in the public high school, is rather a negligible quantity.

Another unsettled problem in the field of the extracurricular activities in the administration of the modern high school is whether or not credit toward graduation shall be given for certain student activities that are noncurricular in nature. Table 56 shows the present status of this problem in the Southern Association secondary school. It is evident at first glance at the table that the practice is varied. At least one school is allowing credit for graduation on all of these 21 activities enumerated. Six of them, however, stand out from all the rest; 21.8 per cent give credit for orchestra and glee club; 13.7 per cent for debating; 11.7 per cent for literary society work; 10.3 per cent for work on high-school paper; 10.1 per cent on athletics; and 7.9 per cent for student club work. The other three activities which receive minor attention in this respect are physical education, girl reserve, and dramatics.

By way of summary it may be said that the secondary school of the Southern Association has developed certain student activities to date to a rather satisfactory stage. The high-school newspaper, orchestra and glee club work, debating, the major sports of football, baseball, track, and tennis, Hi-Y, scouting, and pupil participation in school control are parts of the organization of practically all of the strong secondary schools. Other phases of the extracurricular activities program, too numerous to mention here, are receiving attention,



and only the future can tell what the development in those lines will be, since the whole extracurricular activities movement in the secondary school is yet in its infancy.

## PART XI. SUMMARY

*General information.*—The Association of Colleges and Secondary Schools of the Southern States was organized in 1895. The first list of accredited secondary schools was published at the second meeting of the association in 1896. The list was composed of 2 public and 11 private schools. The growth of the association since the beginning has been slow and steady. The list of accredited secondary schools for the year 1926-27 is made up of 844 schools, 711 of which are public and 133 are private.

*Size of schools.*—The 711 public schools constitute 84.2 per cent of all the secondary schools. They employ 86.9 per cent of all the teachers and enroll 93.3 per cent of all the pupils.

The typical Southern Association secondary school is not large; 17.9 per cent enroll under 100 students, 36.7 per cent enroll between 100 and 199, 31.5 per cent enroll between 200 and 499, and 13.9 per cent enroll over 500. Practically four times as many schools enroll under 100 pupils as enroll over 1,000.

Of the 844 secondary schools, 488, or 53.1 per cent, are built on a seven-grade elementary school; and 396, or 46.9 per cent, are built on an eight-grade elementary school.

The largest school in the Southern Association enrolls 2,821 pupils, and the smallest enrolls 20 pupils. There are 11,807 teachers working in these secondary schools, 10,260 of whom teach in the public schools and 1,547 in the private. The average number of pupils per school in the Southern Association is 371 for the public school and 143 for the private. The average number of teachers per public school is 14.4, while the average number per private school is 11.6.

*Length of term.*—There are 61 schools that run less than 175 days, and 65 schools that run over 180 days. The minimum number of days a school may run to meet the nine months' term requirement is 175 days, during which time the school must be in session.

Practically one-half of the schools, 43.6 per cent of them, have a seven-period school day; about one-fourth run fewer than seven periods; and about one-fourth more than seven periods.

*Length of class period.*—Considerably over one-half of all the schools, 57.8 per cent of them, have a class period of from 41 to 45 minutes in length; 7.5 per cent have a period from 46 to 50 minutes in length; 2 per cent from 51 to 55 minutes in length; 16.6 per cent from 56 to 60 minutes in length, while 0.4 per cent have periods over one hour in length and 15.6 per cent have periods only 40 minutes in length.



*Number of units required for graduation.*—Practically seven-eighths, 88.9 per cent, of all the schools require 16 units for graduation; 10.5 per cent require more than 16 units; and 2.6 per cent require less than 16 units.

*Grades in high school.*—The most common grade combination of the Southern Association secondary school is 8, 9, 10, 11. There are 48.6 per cent of all the schools on this basis of organization. The next most common type is composed of grades 9, 10, 11, 12; 31.6 per cent of the schools are on this basis of organization. Several other types of organizations are found, chief of which are grades 10, 11, 12, or grades 7 to 12. Consequently, the four-year secondary school is still the typical secondary school of the Southern Association. The junior high school organization has as yet made but small progress.

*Pupil enrollment.*—There are 283,127 pupils enrolled in the accredited secondary schools of the association, 47.1 per cent of whom are boys and 52.9 per cent are girls. Of the 21,483 graduates that entered college, 51.2 per cent were boys and 45.9 per cent were girls, evidencing the fact that a larger percentage of boys than girls go to college. The percentage of high-school graduates entering college ranges from 39.1 per cent in Louisiana to 67.9 per cent in South Carolina. The average for the association is 48.2 per cent. In the North Central Association the range is from 23 per cent in Montana to 49 per cent in Arkansas and Oklahoma, with an average of 37.9 per cent for the entire association.

*Pupil load.*—There are 15.8 per cent of the pupils carrying five or more studies. Of these students, 17.7 per cent rank lower than the upper 25 per cent of their class. Only 2.6 per cent of all students carrying over four units failed in one of their courses the preceding semester.

*Supervision of instruction.*—Considerable time off from teaching is given the superintendent and principal. However, a careful study of the tables in Part V shows that very little time is devoted to the actual supervision of classroom instruction by superintendent, principal, or department heads.

*Teachers.*—Of all the 11,807 teachers, 9,923 are academic and 1,884 are vocational—that is, 84 per cent of all the teachers are academic and 16 per cent are vocational. Again, 67.7 per cent of all the teachers are women and 32.3 per cent are men. Of the men teachers, 83.5 per cent are academic and 16.5 per cent are vocational. Of all the vocational teachers, however, 66.5 per cent are women, and 35.5 per cent are men; and of the academic teachers, 67.7 per cent are women and 32.3 per cent are men.

Practically one-fourth of all the teachers are new each year. This means that every five years the faculties in the schools are new. The



range in turnover of teachers is from 18 per cent in Georgia, Kentucky, and Virginia to 36 per cent in Florida.

In comparing the training of academic and vocational teachers, we find that 91.6 per cent of all the academic teachers hold a bachelor's degree or better, while only 62.6 per cent of all the vocational teachers hold a bachelor's degree or more. From the standpoint of professional training, 80.6 per cent of all the academic teachers have had 12 or more semester hours in education, while only 69 per cent of all the vocational teachers have had 12 or more semester hours in education. Between four and five times as many academic teachers hold a master's degree as vocational, while fifteen times as many vocational teachers have had no normal training as academic teachers. As a group, the academic teachers are better trained and are making a better effort to get more training in service. Only 6.6 per cent of the academic and 6.1 per cent of the vocational teachers are new to the profession, while 55.5 per cent of the academic and 46.9 per cent of the vocational teachers have had more than five years' experience. From these facts it is clear that the accredited secondary school of the Southern Association is not a training ground for beginning teachers. Approximately 85 per cent of all academic teachers carry the recommended maximum load of five classes per day or less, 90.3 per cent of them teach less than 150 pupils daily, while 81.2 per cent of the vocational teachers teach the recommended load or less, and 92.5 per cent teach less than 150 pupils per day.

Only 43.6 per cent of all the teachers devote any of their time to supervising or sponsoring extracurricular activities. Of those who do give some time to this work, 21.2 per cent devote at least one hour per week, 9.3 per cent devote two hours, 4.8 per cent devote three, 1.5 per cent devote four, 3.3 per cent devote five, and 3.4 per cent devote more than five hours per week to it.

**Salaries.**—Not quite one-half of all the schools, 48.6 per cent, have a standard salary schedule. The salary of the city superintendent ranges from \$2,000 to \$4,000 or more, while the salary of the principal ranges from under \$2,000 to \$4,000 or more. The median salary of the city superintendent is between \$3,501 and \$4,000, while the median salary of the principal is between \$2,000 and \$2,500 per year. The median salary for men teachers is between \$1,501 and \$1,800 per year, while the median annual salary of women is between \$1,251 and \$1,500; that is, the median salary for men teachers is \$250 more per year than for women.

**Program of studies.**—There are 83.9 per cent of all the pupils taking English, 71.9 per cent taking mathematics, and 64 per cent taking the social studies. These three constitute the most popular groups in the program of studies, if measured by the number of students registered in them. The natural sciences follow, with 40.6 per cent,



and commercial studies and Latin are next, with 27.2 per cent for each.

*Curriculum tendencies.*—The five most common subjects added to the curriculum in the past five years are commercial course, home economics, biology, manual training, and general science; while the five most common subjects dropped from the curriculum in the past five years are English history, botany, physical geography, physiology, and zoology.

There were 1,429 postgraduate students attending these secondary schools for the year 1926-27; that is an average of 1.7 pupils per school. Only 23.1 per cent of the principals encourage graduates to return for more work in their schools. The students that return for postgraduate work can be divided into two general groups—those taking specific vocational training and those wanting to carry further their general education. The principals that encourage students to return for postgraduate work offer as an inducement vocational studies, such as commercial work, manual training, agriculture, music, and art; or academic subjects such as advanced mathematics, English, foreign languages, the natural sciences, etc.

*Junior college.*—There are 47 junior colleges connected with the public secondary schools of the Southern Association. Seventy-nine other public-school systems have in mind the establishing of a junior college in the next few years. This would indicate that the junior-college movement is becoming a rather important factor in the development of southern education.

*Buildings.*—The buildings are both safe and hygienic and are not notably overcrowded in the estimation of the principals. Table 49 shows that the special features of auditorium, gymnasium, swimming pool, shower baths, rest rooms, clinics, lunch rooms, etc., are becoming quite common in the accredited secondary schools of the Southern Association. The table further shows that from the standpoint of heating and lighting, and the matter of equipment in library and laboratory, etc., the buildings are, on the whole, satisfactory and measure up to the standards of the association.

*Wider use of school plant.*—All kinds of outside activities use some parts of the school plant. This indicates that the school is becoming more and more a social center, where these various activities of the community find a convenient meeting place.

*Library.*—The library situation can be stated as follows: 87.2 per cent of the libraries are in separate rooms, 73.5 per cent are card indexed, 23.8 per cent employ a full-time librarian, 55.8 per cent employ a part-time librarian, 95.3 per cent have 500 volumes or more, 85 per cent get some kind of an annual appropriation for their maintenance, and 87.4 per cent subscribe for at least one or more magazines.



*General administration.*—Regarding certain administrative practices; 87.4 per cent of the schools encourage students to take music, physical education, fine and practical arts, in addition to their four regular studies; 63.5 per cent employ some form of supervised study; 57.7 per cent indicate their term marks with figures; 19.8 per cent employ a system of honor points based on the quality of work done; 13.4 per cent have school physicians, 4.7 per cent school dentists; 23.6 per cent have school nurses; 86.9 per cent have athletic coaches; 49.2 per cent give inexperienced teachers fewer classes per day to teach; and 20.6 per cent have the same salary schedule for elementary teachers as for high-school teachers, provided the qualifications are equal.

*New requirements for teachers.*—For the new requirements for teachers, 4.8 per cent require professional and academic specialization, 8.3 per cent summer study, 8.6 percent previous teaching experience, and 35.8 per cent demand college degrees.

*Records and reports.*—Practically no high-school records extend back of 1900; 12 per cent of all the schools have no records back of 1921. This is to be expected, perhaps, when we recall that the Southern Association high school is a new development and that it got under way fairly well in most of the Southern States between 1900 and 1910.

*Extracurricular activities.*—The development of the extracurricular activities in the accredited secondary schools of the Southern Association is rapidly on the increase, and although the condition is not yet satisfactory, there is every indication of wholesome growth and development in this field.

*Comparison with North Central Association.*—As mentioned in the earlier part of this bulletin, this study is similar in nature to the ones issued at intervals by the North Central Association. The latest of these studies of the North Central Association is entitled, "Our Secondary Schools," prepared by Dr. C. O. Davis.

In order to compare conditions in the areas covered by these two standardizing agencies, a little comparison is made here of a few of the more important phases of the work. The purpose of it is merely to give one a bird's-eye view of the comparative conditions in the two areas. The reader must bear in mind that the data for the North Central Association are for the year 1924-25 and the data of the Southern Association are for the scholastic year 1926-27. The comparative data follow.



TABLE 57.—Comparison of certain items of the secondary schools of North Central and Southern Associations

Item	North Central Associa- tion, 1924-25	Southern Associa- tion, 1926-27
Number of States included	20	11
Number of secondary schools accredited	1,707	844
Number of teachers employed	30,732	11,807
Total pupil enrollment	678,935	283,127
Per cent of schools enrolling over 1,000 pupils	9.0	4.8
Per cent of schools enrolling under 100 pupils	13.3	17.9
Average number of pupils per public school	432	371
Average number of teachers per public school	10.5	14.4
Median number of periods in school day	7 or 8	7 or 8
Median number of days actually in session	180	177
Median length of class period	41 to 45	41 to 45
Units required for graduation	15	18
Typical number of grades in high school	9 to 12	8 to 11
Per cent of total enrollment in boys	47.5	47.1
Average number of pupils per teacher	23	24
Number of high-school graduates	109,932	44,533
Per cent of high-school graduates who are boys	43.8	43.2
Per cent of high-school graduates going to college	37.9	48.2
Per cent of high-school graduates going to college that are boys	42.4	51.2
Per cent of nonresident pupils	12.9	9.3
Per cent of high-school principals that do no teaching	29.9	26.6
Per cent of all teachers that are academic	67.8	84.0
Per cent of academic teachers new to particular school	27.2	24.4
Per cent of vocational teachers new to particular school	24.6	24.6
Per cent of academic teachers with bachelor's degree	80.0	80.4
Per cent of academic teachers with master's degree	12.5	11.0
Per cent of academic teachers with Ph. D. degree	9	2
Per cent of vocational teachers with bachelor's degree	45.0	60.0
Per cent of vocational teachers with master's degree	2.9	2.8
Per cent of vocational teachers with Ph. D. degree	7	0
Per cent of academic teachers with 15 hours in education	82.8	68.9
Per cent of academic teachers with from 11 to 15 hours in education	12.8	11.7
Per cent of academic teachers with some education but less than 11 hours	3.3	10.0
Per cent of academic teachers in summer sessions since 1920	47.7	61.7
Per cent of vocational teachers in summer sessions since 1920	55.1	48.0
Per cent of academic teachers with no experience	6.8	6.6
Per cent of academic teachers with more than 5 years' experience	55.8	55.8
Per cent of vocational teachers with no experience	6.5	6.1
Per cent of vocational teachers with more than 5 years' experience	54.0	46.9
Per cent of academic teachers teaching 6 or more classes daily	18.4	13.7
Per cent of academic teachers teaching 5 classes daily	53.6	54.2
Per cent of vocational teachers teaching 6 or more classes daily	21.6	18.8
Per cent of vocational teachers teaching 5 classes daily	31.3	28.6
Per cent of academic teachers teaching under 150 pupils daily	88.1	90.3
Per cent of vocational teachers teaching under 150 pupils daily	87.0	92.8
Per cent of academic classes enrolling more than 30 pupils	10.0	9.9
Per cent of vocational classes enrolling more than 30 pupils	13.9	7.6
Per cent of all teachers devoting some time to extracurricular activities	34.6	43.8
Median annual salary of teachers (approximately)	\$1,809	\$1,650
Per cent having full-time librarian	31.6	23.8
Per cent having part-time librarian	58.1	55.8
Per cent having some form of supervised study	47.2	63.5
Per cent using figures in recording marks	48.8	57.7
Per cent using letters in recording marks	49.1	37.7
Per cent employing a system of honor points	26.9	19.8
Per cent having National Honor Societies	15.8	4.8
Per cent with pupils belonging to secret societies	6.5	4.8
Per cent with pupil government organizations	39.3	45.2
Per cent having teacher-pupil councils	57.7	55.0
Per cent of schools having paid school physician	13.3	13.4
Per cent of schools having paid school dentist	6.4	4.7
Per cent of schools having paid school nurse	32.8	25.6
Per cent of schools having paid athletic coach	79.7	88.9
Per cent of schools favoring 60-minute class period	48.4	51.6
Per cent having same salary schedule for elementary and high-school teachers with same qualifications	17.9	20.6
Per cent giving inexperienced teachers fewer classes	40.7	49.2
Per cent of schools publishing paper	64.5	54.7
Per cent of schools having football teams	86.9	80.0
Per cent of schools having—		
(a) Auditoriums	84.5	41.7
(b) Gymnasiums	82.6	47.5
(c) Swimming pool	10.7	8.5
(d) Shower baths	83.7	76.8
(e) Rest room for teachers	68.6	60.8
(f) Health clinic rooms	20.2	30.0
(g) Library room	82.2	90.6



TABLE 57.—Comparison of certain items of the secondary schools of North Central and Southern Associations—Continued

Item	North Central Association, 1924-25	Southern Association, 1926-27
Per cent of schools having—		
(a) Lunch room.....	53.5	53.4
(f) Club room or activities room.....	18.6	27.2
(j) Manual training room.....	82.2	39.9
(k) Home economics room.....	89.3	70.5
(l) Music room.....	59.6	63.5
(m) Fine arts room.....	30.3	18.8
(n) Boy or girl scout room.....	9.4	9.1
(o) Adequate athletic and playground field.....	75.4	80.0
(p) Electric lighting.....	90.7	92.8

On the whole one is struck in reading these comparative data by the great similarity of conditions in the two associations. In fact, in most instances there is very little, if any, difference at all.

It is evident that the North Central Association secondary schools are larger than the southern. Nine per cent of them enroll over 1,000 pupils, while only 4.8 per cent of those in the Southern Association enroll over 1,000. Again, the average number of pupils per school in the North Central Association is 432, and in the Southern Association, 371; and the average number of teachers per school is 19.5 for the North Central Association, and 14.4 for the Southern Association.

Again, it is interesting to note that a larger percentage of the high-school graduates go to college in the Southern Association than in the North Central Association. The percentages are 48.2 per cent and 37.9 per cent, respectively.

A much larger percentage of all the teachers are vocational in the North Central Association than in the Southern. In the North Central Association 32.2 per cent of all the teachers are vocational, and in the Southern Association only 16 per cent are vocational.

The North Central Association requires all teachers to hold degrees from standard colleges, while the Southern Association requires 75 per cent to hold degrees. In actual practice the North Central has 94.3 per cent of its teachers with a bachelor's degree or more, while the Southern Association has 91.6 per cent with bachelor's degrees or more—an advantage of 2.7 per cent in favor of the North Central Association.

Of the vocational teachers in the North Central Association, only 49.2 per cent have bachelor's degrees or more, while 62.6 per cent of the vocational teachers in the Southern Association have bachelor's degrees or more—an advantage of 13.4 per cent in favor of the Southern Association.

Again, 82.8 per cent of the academic teachers in the North Central Association and 68.9 per cent in the Southern Association have had



15 or more hours in education, and 12.8 per cent in the North Central Association and 11.7 per cent in the Southern Association have had from 11 to 15 hours in education. In other words, 95.6 per cent of the teachers in the North Central Association and 80.6 per cent of the teachers in the Southern Association have had 11 or more hours in education. This is an advantage of 15 per cent in favor of the North Central Association teachers.

Although the academic teachers of the North Central Association are better trained academically and professionally, the teachers of the Southern Association are attending summer schools in much greater numbers to make up the deficiency. Only 47.7 per cent of the teachers in the North Central Association have attended summer school since 1920, as compared with 61.7 per cent of those in the Southern Association.

There seems to be a decided tendency, in the North Central Association, especially, to overload the teacher; 18.4 per cent of all academic teachers teach six or more classes daily, as compared with 13.7 per cent in the Southern Association. This same tendency is seen also for the vocational teachers; 21.6 per cent of them in the North Central Association and 18.8 per cent in the Southern Association teach six or more classes daily. A study of the percentages of classes enrolling over 30 pupils bears out still further this situation.

It is interesting to note that 47.2 per cent of the schools in the North Central Association and 63.5 per cent of those in the Southern Association have some form of supervised study. This means that 16.3 per cent more of the schools in the Southern Association have supervised study.

Nearly four times as many North Central Association schools have National Honor Societies as Southern Association schools have. This is probably due to the fact that the organization is rather sectional as yet in its development and that it is in the North Central territory.

Again, we can say, in general, that the southern high school has its extracurricular activities better developed than has the North Central high school. This is shown by both the number of activities and the time teachers devote to that work.

The North Central high school far outstrips the southern high school in its equipment for industrial education for both boys and girls. The southern high school seems to be a bit stronger on equipment for athletics, physical education, and the extracurricular activities, while the North Central high school leads in its equipment in gymnasiums, swimming pools, and shower baths. This last seeming weakness on the part of the southern high school is due largely to the climatic conditions, which render this equipment unnecessary in many instances.